DOCUMENT RESUME

ED 023 568 RE 001 482

By-Smith, Carl B., Comp.
Title III (PACE) Projects on Reading, 1967. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 13.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Pub Date Aug 68
Note-87p.
EDRS Price MF-$0.50 HC-$4.45
Descriptors-Communication Skills, *Curriculum Development, Developmental Reading, *Educational Innovation, *Grants, Inservice Programs, Instructional Materials Centers, Learning Difficulties, Reading Centers, Reading Clinics, *Reading Programs, Remedial Reading, *School Community Programs, Youth Programs
Identifiers-Elementary And Secondary Education Act, Projects To Advance Creativity In Education, Title III.

One hundred and fourteen planning and operational grants related to reading which were approved during the fiscal year 1967 are listed. "Pacesetters in Innovation, Fiscal Year 1967" was reviewed, and all reading-related documents were selected for inclusion. The bibliography is a complete listing of all PACE projects related to reading which were reported for 1967. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document along with the ES number necessary for ordering the document. (JB)

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reading review series

Title III (PACE) Projects on Reading, 1967

Compiled by
Carl B. Smith
Indiana University

ED 023568

RE 001 482

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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August, 1968

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Title III (PACE) Projects on Reading provides a listing of planning and operational grants related to reading approved during fiscal year 1967. Pacesetters in Innovation, Fiscal Year 1967 (OE-20103-67, $2.50)*** was reviewed and documents related to reading selected for inclusion. The bibliography is a complete listing of all the reading-related PACE projects reported for 1967. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document along with the ES number necessary for ordering the document.

***The complete report Pacesetters in Innovation, Fiscal Year 1967 (OE-20103-67, $2.50) Vol. 2 is available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Copies of Pacesetters in Innovation, Fiscal Year 1966 (OE-20103) Vol. 1, are also available from the same source for $2.50)

FOR COMPLETE INFORMATION ON ALL ERIC AND ERIC/CRIER PRODUCTS AND SERVICES WRITE TO: ERIC/CRIER, 200 PINE HALL, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA, 47401.

1. ES 001 094 Operational
Dual Enrollment Reading Enrichment Program
Colo., Durango, School District 9-R
Project Number DPSC-67-3134
EDRS Price MF-$0.50 HC-$2.36 59P

Descriptors: *Grades 1-6, *Reading Instruction, Basic Reading, Inservice Teacher Education, Interpretive Reading, Linguistics, Programed Instruction.

The program offered by an existing dual-enrollment reading enrichment center will be extended to serve approximately 175 elementary students. The center will operate on a year-round basis and will provide assistance to students referred by teachers and counselors. Several reading techniques will be used, including basal reading systems, the kinesthetic or visual-motor approach, individualized and programed reading, dramatizations, phonics and linguistics, choral reading, audience reading, and the use of visual aids. Teachers will spend 1 month at a university for inservice training before the program begins. A modular flexible classroom will be used for the reading classes and the reading teachers will work closely with classroom teachers regarding each student's needs. Students will spend 1 hour per day at the center. For further information, contact T. Elmo McKee, Superintendent, Box 181, Durango, Colorado 81301. (303) 247-5411. (JE)

2. ES 001 095 Planning
Study of Needs and Planning for Regional Ancillary Services Center for Tolland and Windham Counties
Conn., Coventry, Board of Education
Project Number DPSC-67-2844
EDRS Price MF-$0.50 HC-$2.56 64P

Descriptors: *Handicapped, *Learning Difficulties, *Remedial Programs, *Sociopsychological Services, Consultation Programs, Emotionally Disturbed, Mentally Handicapped, Physically Handicapped, Reading Difficulty, Speech Therapy, Underachievers.

A center will be planned to serve students from two counties who have extraordinary learning problems of a psychological, physical, or educational nature. The center will provide consultat advice for teachers, special courses on dealing with educational problems, a learning laboratory, a materials center, and an observation suite where teachers can observe problem children being taught by master teachers. The center will be staffed with specialists in psychiatry, psychology, social work, guidance counseling, speech and

hearing therapy, medicine, and subject areas. The specialists will use a team approach to diagnose and treat problems. Surveys indicate that approximately 10-percent of the students are reading two or more years below grade level and 10-percent need speech therapy. Additional surveys will be conducted via tests, interviews, and questionnaires to determine the specific needs of the 20 to 40 percent of the students who are underachievers including students with visual, auditory, emotional, educational, or family problems. Opportunities for environmental enrichment will also be explored. Approximately 113,230 residents live in the 21-town, two-county area. For further information, contact Wilson L. Tilley, Box U 33, University of Connecticut, Storrs, Connecticut 06268. (203) 429-9321. (JE)

3. ES 001 107 Planning
Train Permanent Personnel to Assure Specialized Service in Reading
Fla., Okeechobee, County Board of Public Inst
Project Number DPSC-67-2972
EDRS Price MF-$0.25 HC-$0.96 24P

Descriptors: *Diagnostic Tests (Education), *Grades 1-6, *Inservice Education, *Language Arts, Auditory Visual Tests, Curriculum Development, Parent Education, Speech Handicaps.

Plans will be made for revising and upgrading the existing language arts program in county schools. A comprehensive diagnostic evaluation will be made. Reading tests will be given to low achievers to determine their instructional needs, and speech, hearing, and vision tests will be given to all students. An effort will be made to alert all teachers to the symptoms of physical defects, and parents will be encouraged to seek correction or therapy for their children when necessary. Teaching methods will be revised on the basis of data obtained from the diagnostic tests and ways of implementing a new language arts program will be determined. Four teachers will be given released time to work with consultants and the program director. The teachers will have experience in diagnostic testing, inservice training leadership, evaluation of instruction by other teachers, and curriculum planning. Language arts, speech, and hearing specialists will act as consultants in various areas, including inservice workshops in reading. Approximately 1,500 elementary students will participate. For further information, contact V. Frank Reeves, Jr., Okeechobee County Board of Public Instruction, 304 W. Eighth St., Okeechobee, Florida 33472. (813) 763-3157. (JE)

4. ES 001 110 Operational
Cooperative Approaches for Using Services in Education
Fla., Deland, Volusia County Bd of Pub Inst
Project Number DPSC-67-3056
EDRS Price MF-$0.50 HC-$4.84 121P

Descriptors: *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Instructional Materials Centers, *Teacher Attitudes, Child Development, Developmental Reading, Individual Instruction, Language Arts.

A professional development center will be established to give increased attention to meeting the personal needs of children. An inservice program will be conducted to bring about desirable attitudinal changes in teachers and through them in pupils. Workshops will be directed by instructional service teachers to train classroom teachers in the creation and use of instructional materials. Additional instructional service teachers will be assigned to individual schools where they will work with teachers and students, devise materials, and demonstrate techniques. Films, books, charts, realia, tapes, and other materials will be distributed on request from the center. Curriculum services will be provided by a specialist who will scan current periodicals and books, compile a list of readings, and disseminate research findings in curriculum areas. Special inservice courses will be offered in developmental reading, language arts, and human growth and development. Each course will be designed to promote desirable attitudinal change and will emphasize the nature of the child, the teaching-learning relationship, and individual instruction. About 300 teachers are expected to take the courses each year. Approximately 33,522 elementary and secondary students and 1,567 teachers from public and nonpublic schools will be served. For further information, contact Julian E. Markham, Director of Education, P.O. Box 1910, Daytona Beach, Florida 32015. (904) 255-6475. (JE)

5. ES 001 114 Operational
Alton Area Multipurpose Supplementary Educational Center
Ill., Alton, Community Unit Sch. Dist. 11
Project Number DPSC-67-2843
EDRS Price MF-$0.50 HC-$4.20 105P

Descriptors: *Educational Research, *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Instructional Materials Centers, *Reading Instruction, *Testing, Audiovisual Aids, Consultation Programs, Instructional Television, Material Development.

An instructional materials center, plus divisions in reading and in research and testing, will be established to serve schools

in three counties. The center will house pictures, audiovisual equipment, catalogs of materials sources, production facilities for creating multimedia materials, and modern reading machines and materials. Satellite materials production centers will be set up in each school. Specialists will be employed in media, television, reading, library work, and research. Consultant services will be offered to help personnel study problem areas, develop program changes, and revise curriculums. The staff of the research and testing division will help schools develop action research projects and they will conduct experimental research projects. Inservice training will be given in the administering of tests, and machine-scoring facilities will be available. The reading division will offer inservice training. Secondary teachers will be trained to teach reading skills in the subjects which they teach and elementary teachers will be given a comprehensive course in teaching reading. Closed-circuit television will be used to train teachers in the greater utilization of open-channel television and video-tape recordings will be employed for self-assessment of teachers. Approximately 33,379 elementary and secondary students, 1,419 teachers, plus adults and preschoolers, will be served. For further information, contact Dr. J. B. Johnson, Superintendent of Schools, 1211 Henry St., Alton, Illinois 62002. (618) 465-8801. (JK)

6. ES 001 117 Operational
Northwest Multiservice Educational Center
Ind., Valparaiso, Community Schools
Project Number DPSC-67-2793
EDRS Price MF-$0.75 HC-$5.76 144P

Descriptors: *Grades 1-6, *Grades 7-12, *Institute Type Courses, *Reading Clinics, *Specialists, *Teacher Workshops, Graduate Study, Remedial Teachers.

A multipurpose center will be established and four programs will be initiated in a massive attack on reading problems among students in seven counties. (1) Inservice workshops will be conducted for special reading teachers during the school year. Specially trained reading teachers will be organized into teams to offer on-the-job training to about 150 reading teachers each year. (2) Summer reading workshops will be conducted in four locations for approximately 800 regular classroom teachers. The teachers will be given practical information about the disabled reader, the special reading program, and reading clinic procedures. The workshops should improve teacher attitudes toward reading. (3) A reading clinic will be established to provide diagnosis and treatment for disabled readers. The clinic staff will explore techniques of treatment, devise referral procedures among schools, and provide a laboratory setting for the education

of reading specialists. The clinic will operate year round and should serve about 500 students per year. (4) Summer reading institutes will provide laboratory experience at the clinic to about 40 graduate students (teachers) each summer for 4 years (a total of 160 teachers). The teachers are specializing in reading. Approximately 1,522 students, grades 3-12, and 3,960 teachers from public and nonpublic schools will be served. For further information, contact Wayne E. Swihart, Title III Project Director, Northwest Indiana Cooperative, P.O. Box 295, Valparaiso, Indiana 46383. (219) 462-6111. (JK)

7. ES 001 120 Operational
Reading Clinic, Centers, and Services, Including an Inservice Training Program for the Training of Personnel for Staffing The Above-Mentioned Clinic, Centers, and Services
Kans., Topeka, Unified School District 501
Project Number DPSC-67-2812
EDRS Price MF-$0.25 HC-$1.24 31P

Descriptors: *Grades 1-6, *Grades 7-12, *Reading Centers, *Reading Clinics, *Remedial Reading, Inservice Teacher Education.

A reading clinic will be established to diagnose reading disabilities and prescribe remediation for students who are one or more years behind in reading. The clinic will be staffed by a psychologist, speech and hearing specialist, social workers, and medical personnel. In addition, reading centers will be established in each of the 11 junior high schools in the district. Reading classes will be taught at the reading centers and reading services will be offered on elementary, junior high, and senior high levels. Teachers at each center will coordinate reading services in the feeder elementary schools and will refer cases to the reading clinic for special assistance. The teachers will be selected from regular classrooms to spend 1 year in the program as an inservice project. The teachers will return to their classrooms at the end of the year and another group will receive similar training the following year. A number of tachistoscopes, controlled readers, filmstrips, tapes, books, perceptual readiness materials, and other supplies will be purchased for the centers. Approximately 2,045 students out of a total enrollment of 29,174 and 1,009 teachers from public and nonpublic schools will participate. For further information, contact Dr. Merle R. Bolton, Superintendent of Schools, 415 West Eighth St., Topeka, Kansas 66603. (913) 357-0351. (JK)

8. ES 001 122 Operational
Somerset Region Supplementary Educational Center
Ky., Somerset, Board of Education

Project Number DPSC-67-2770
EDRS Price MF-$0.50 HC-$3.84 96P

Descriptors: *Curriculum Development, *Diagnostic Tests (Education), *Grades 1-6, *Grades 7-12, *Music Activities, *Remedial Reading Programs, Clinics, Cultural Enrichment, Demonstration Programs, Inservice Teacher Education, Music Education, Opera, Seminars.

A multipurpose center will be established to coordinate curriculum innovation in the schools of 10 counties. The center will include diagnostic-learning, cultural-service, and program-innovation components. The diagnostic-learning component will provide the services of specialists to diagnose and treat reading problems. Remedial programs will be scheduled for children who have the most difficulty in reading. Reading diagnosticians will work directly with children at the schools during the day and with remedial teachers in after-school seminars. Special cases will be referred to community agencies. The cultural services will consist of opera productions especially selected and adapted for children and orchestral music instruction for children and adults. The productions will reach all students in the 16 districts involved. Music instruction will focus on stringed instruments and participants will be invited to play with an existing civic orchestra. The formation of other civic orchestras will be encouraged. The program-innovation component of the center will include the services of a specialist in curriculum development, dissemination of information on procedures and materials, and inservice programs for school personnel. Clinics, seminars, and demonstration programs will be scheduled for training purposes. Approximately 20,263 elementary and secondary students will be served and 148 teachers from public and nonpublic schools will participate in inservice activities. For further information, contact O'Leary Meece, Superintendent, Somerset Board of Education, Somerset, Kentucky 42501. (606) 679-2513. (JE)

9. ES 001 128 Operational
Regional Educational and Cultural Park
Maine, Biddeford, Board of Education
Project Number DPSC-67-3052
EDRS Price MF-$0.50 HC-$3.36 84P

Descriptors: *Elementary Science, *Grades 1-6, *Grades 7-12, *Humanities, *Inservice Teacher Education, *Master Plans, *Reading, *Sociopsychological Services, Educational Facilities, Guidance, Instructional Materials Centers, Mobile Educational Services, Pilot Projects, Teaching Techniques.

A center will be established to provide an operational base for specialists to plan, demonstrate, and instruct teachers in the new techniques of teaching reading, elementary science, and humanities. The center will also offer psychological services. In addition, the center will house instructional materials and will serve as a planning agency to promote the development of an educational and cultural park. A master plan has already been drawn up for such a park. Pilot programs in science, guidance, reading, and humanities will be conducted in several schools to demonstrate the need and generate community support for the master plan. The pilot programs will also be used to seek solutions to unsolved problems relating to the master plan. A science specialist will coordinate the science curriculum, concentrating on grades K-8. Science demonstrations will be prepared at the center and transported to elementary schools via a mobile unit. Inservice training will be given to teachers at the pilot schools. A humanities instructor will work with art, music, history, drama, literature, and dance teachers to develop a humanities program. Dramatic workshops will be scheduled for students and adults. A reading specialist will coordinate reading programs and conduct inservice sessions. Psychological services will consist of guidance for emotionally handicapped students in grades 6-8. Approximately 1,225 elementary and secondary students and 65 teachers from three communities will participate. For further information, contact Roger R. Johnson, Federal Program Coordinator, West St., Biddeford, Maine 04005. (207) 284-4441. (JE)

10. ES 001 133 Operational
Proposal to Develop an Instructional Resources Center Designed Specifically to Support Team Teaching Objectives in the Amherst School District
Mass., Amherst, School Committee
Project Number DPSC-67-2767
EDRS Price MF-$0.25 HC-$1.96 49p

Descriptors: *Audiovisual Aids, *Grades 1-6, *Mathematics, *Reading, *School Libraries, *Team Teaching, Enrichment Programs, Individual Instruction, Teacher Workshops, Volunteers.

A team teaching program will be instituted in an elementary school to individualize instruction in arithmetic and reading. An instructional resources center will be established in the school to implement the team teaching program. The resource center will consist of a library, staffed by a full-time librarian, and an adjacent curriculum center, staffed by an audiovisual intern. The intern will work with teaching teams in developing audiovisual aids. The reading program will be heavily oriented to library activities and the librarian will be assisted by volunteer parent

aides. A week of enrichment activities will be scheduled in which students will participate in plays, puppet shows, exhibitions, readings, and other events. Variable groupings of students will be used in both the reading and mathematics programs. Pretests will be used for groupings in math, and 4-week evaluation sessions will be scheduled the next three summers to analyze pretest and final test results. Approximately 1,184 students and 20 teachers will participate. For further information, contact Ronald J. Fitzgerald, Superintendent of Schools, Town Hall, Amherst, Massachusetts 01002. (413) 253-7464. (JK)

11. ES 001 134 Planning
Multiservice Reading Center
Mass., Bourne, School Committee
Project Number DPSC-67-2792
EDRS Price MF-$0.25 HC-$1.52 38P

Descriptors: *Diagnostic Tests (Education), *Grades 1-6, *Grades 7-12, *Reading Centers, *Reading Difficulty, Remedial Programs.

A reading center will be planned to provide facilities for diagnosing and treating reading problems and to serve as a coordinating agency for the improvement of classroom instruction in reading. The objective will be to teach all students to read to the level of their abilities. Reading disabilities caused by physical or emotional problems will be enumerated and recommendations made for remedial measures. Disabilities would include visual defects, hearing or speech defects, glandular disturbances, dominance anomalies, perceptual motor difficulties, and general physical disorders. Current reading programs in the schools will be evaluated and improvements recommended. Approximately 11,219 students, grades K-12, will be served in classrooms, plus 250 at the center. For further information, contact Clayton E. Campbell, Superintendent of Schools, 75 Waterhouse Rd., Bourne, Massachusetts 02532. (617) 759-5112. (JK)

12. ES 001 137 Operational
Supplementary Educational Center
Mass., Worcester, Public Schools
Project Number DPSC-67-2859
EDRS Price MF-$0.75 HC-$5.36 134P

Descriptors: *Grades 1-6, *Grades 7-12, *Inservice Programs, *Instructional Materials Centers, *Perceptually Handicapped, *Planetariums, *Reading Clinics, Astronomy, Oceanology, Preservice Education, Projection Equipment, Psychomotor Skills, Reading Difficulty.

A center will be established to offer the following services--(1) a multisensory media section, (2) a clinic for students of normal intelligence who have not progressed in remedial reading, (3) a clinic for students with perceptuo-motor dysfunctions, (4) a science unit with a planetarium, atmospherium, and oceanarium, and (5) staff development programs for inservice and preservice training. The media unit will be stocked with audiovisual and other instructional materials, including a professional library. Teachers will be trained in the development and use of new media. The reading clinic will diagnose and treat students who have severe disabilities in reading. Inservice programs will be offered for teachers and college students and pilot programs will be conducted to test new methods and materials. The clinic for students with perceptuo-motor dysfunctions will operate as a pilot program to improve methods of treatment and prevent learning disabilities caused by such handicaps. Inservice training will be given. The science unit will extend the use of a planetarium dome by employing new photographic and projection techniques for instruction in astronomy, meteorology, and oceanography. Inservice training will be offered and special programs will be scheduled for community organizations. Approximately 240 elementary and secondary students will participate in clinic programs out of a total enrollment of 41,969, and about 360 teachers will be given inservice training. For further information, contact Dr. John B. Davis, Jr., Superintendent of Schools, Room 107, City Hall, Worcester, Massachusetts 01608. (617) 798-6151. (JE)

13. ES 001 149 Planning
Reading Laboratory for Applied Innovation
Mich., Corunna, Shiawassee Inter School District
Project Number DPSC-67-3042
EDRS Price MF-$0.25 HC-$1.52 38P

Descriptors: *Inservice Teacher Education, *Laboratories, *Reading Difficulty, *Reading Readiness, Perceptually Handicapped, Physically Handicapped, Pilot Projects.

A reading laboratory will be planned to serve students with reading difficulties and to provide an environment where teachers can practice using new methods for application in their own classrooms. Emphasis will be given to the early identification of the causes of reading difficulties and the prevention of secondary problems--emotional disturbances, academic retardation, and social maladjustment. The program will be most concerned with difficulties not often treated in remedial reading programs, such as sensory perception, visual-motor coordination, and orientation. The more often recognized causative factors will also be diagnosed and treated, including visual, auditory, and speech impairments. The reading laboratory will be operated during the planning

stages as a pilot project. The project will consist of three 8-week sessions when 48 children and 12 teachers will participate in reading readiness activities designed specifically to improve preacademic skills. Reading specialists will direct the program. Approximately 4,000 students, or 15 percent of the total enrollment, will be served, plus 1,000 teachers. For further information, contact John R. Francis, Superintendent, Shiawassee Intermediate School District, Corunna, Michigan 48817. (517) 743-3408. (JE)

14. ES 001 167 Operational
Adams, Brown, Highland (Tri-County) Supplementary Service Center
Ohio, Georgetown, Brown County Board of Education
Project Number DPSC-67-3514
EDRS Price MF-$0.25 HC-$1.72 43P

Descriptors: *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Instructional Materials Centers, *Remedial Reading, *Sociopsychological Services, *Special Education, Adult Education, Audiovisual Aids, Cultural Enrichment, Handicapped Students, Vocational Education.

A curriculum and materials center will be established to serve 21 school districts in three counties. The center will contain audiovisual and other curriculum materials, plus reproducing equipment. Pickup and delivery services will be scheduled and consultative and advisory services will be provided. An audiovisual workshop will be offered to elementary and secondary teachers in each county for instruction in the proper use of equipment and integration of materials with instruction. A communication skills workshop will also be conducted to help teachers recognize and correct reading difficulties. Methods and materials useful for improving communication skills will be described. Pupil personnel services will be offered by a psychologist, nurse, speech therapist, and guidance director. Special services will be available to physically and mentally handicapped students. Studies will be conducted of needs in the areas of cultural enrichment, vocational education, and adult education. Approximately 18,661 students, grades K-12, and adults will be served and 825 teachers will be given inservice training. For further information, contact Edwin P. Reffett, Clerk of Brown County Board of Education, 118½ N. Main St., Georgetown, Ohio 45130. (513) 378-6702. (JE)

15. ES 001 168 Operational
Visual-Perceptual Guidance Program
Ohio, New Philadelphia, City School District
Project Number DPSC-67-3520
EDRS Price MF-$0.25 HC-$1.72 43P

Descriptors: *Grades 1-6, *Kinesthetic Methods, *Perceptual Development, *Psychomotor Skills, *Verbal Communication, *Visual Discrimination, Perceptually Handicapped.

A visual-perceptual guidance program will be instituted to train elementary students in perceptual skills. The program is based on the theory that by working with very young school-age children who are experiencing perceptual problems, subsequent reading inadequacies can be prevented. Typical procedures to be used include exercising on a trampoline, walking board, and balancing board, and making snow-angels. The latter activity should help the child identify and control parts of his own body. Other exercises will include situps, jumping, skipping, and hopping. Several activities will be scheduled to develop muscle coordination, including chalk board exercises. Visual training will be given in the form of eye exercises. Verbalization will be stressed and children will be encouraged to discuss objects used in the class. The kinesthetic method will also be employed and will include such activities as finger painting, tracing, and cutting. Rhythmic activities and children's marches will be used to supplement other procedures. The program will emphasize the complete integration of exercises involving as many sense modalities as possible. Approximately 313 students will be served and 43 teachers will be involved in inservice programs. For further information, contact Boyd P. McClaskey, 447 Fourth St., NW., New Philadelphia, Ohio 44663. (216) 343-9652. (JE)

16. ES 001 169 Operational
Kingfisher County Special Education Services
Okla., Kingfisher, County Superintendent of Schs
Project Number DPSC-67-2737
EDRS Price MF-$0.25 HC-$0.76 19P

Descriptors: *Grades 1-6, *Grades 7-12, *Remedial Mathematics, *Remedial Reading, Inservice Teacher Education.

Remedial instruction in reading and mathematics will be offered to elementary and secondary students in the school district. The instruction will be provided by remedial specialists during the school year and will follow a summer program operated under a previous Title III grant. The remedial specialists will also conduct inservice training sessions for regular classroom teachers. Math builders, arithmetic filmstrips, language master machines, and other materials will be purchased to supply equipment needs. Approximately 1,137 students will be served. For further information, contact Tom G. McGee, County Superintendent of Schools, P.O. Box 57, Kingfisher, Oklahoma 73750. (405) 375-3872. (JE)

17. ES 001 170 Operational
Learning Opportunity Center
Okla., Chickasha, Public Schools
Project Number DPSC-67-2742
EDRS Price MF-$0.25 HC-$2.32 58P

Descriptors: *After School Centers, *Grades 1-6, *Grades 7-12, *Instructional Materials Centers, *Study Centers, *Teacher Workshops, Advanced Programs, Audiovisual Aids, Carrels, Reference Materials, Typewriting.

A learning opportunity center will be established to provide study facilities during periods when schools are not in session, including evenings and during the summer. The center will include a reference materials center, typing rooms, study carrels, and an audiovisual library. Specialized equipment will be available for students interested in studying advanced science subjects, foreign languages, photography, art masterpieces, music classics, and other subjects not taught in the local schools. Visual aids and masters, maps, 8mm loop films, instamatic projectors, professional journals, and other materials will be housed at the center. Consultant workshops will be scheduled in reading, art, photography, and other specialized areas. The primary objective will be to provide access to materials and aids for students, including a place for preparation. A second objective will be to provide a center for the development of aids and materials by teachers for use in classrooms. Approximately 3,628 elementary and secondary students and 155 teachers from public and nonpublic school will be served. For further information, contact P. Page Thurston, Director of Federal Programs, 1000 Florida Ave., Chickasha, Oklahoma 73018. (405) 224-6104. (JE)

18. ES 001 171 Planning
Cooperative Diagnostic and Remedial Services Center for Educationally Handicapped.
Okla., Sallisaw, Sequoyah County Schools
Project Number DPSC-67-2976
EDRS Price MF-$0.25 HC-$0.92 23P

Descriptors: *Cultural Activities, *Diagnostic Tests (Education), *Grades 1-6, *Grades 7-12, *Handicapped Students, *Mobile Educational Services, *Remedial Programs, Guidance Services, Inservice Teacher Education, Sociopsychological Services, Special Education.

A mobile center will be planned to provide diagnostic and remedial services to students with learning disabilities. The center will also offer cultural programs to the students in all public and nonpublic schools in the county. Before final plans are submitted, the planners will visit facilities and/or laboratories

for psychological testing, counseling, guidance, special education, vocational rehabilitation, speech therapy, and developmental reading, plus cultural and teacher education centers. Inservice training programs will be planned for teachers. Approximately 8,000 elementary and secondary students and 300 teachers and administrators will be served. For further information, contact Cuba Belle Campbell, Sallisaw City Schools, Sallisaw, Oklahoma 74955. (918) 775-3758. (JE)

19. ES 001 172 Operational
Comprehensive Regional Educational Services Center
Oreg., The Dalles, Wasco County Inter Educ Dist
Project Number DPSC-67-4279
EDRS Price MF-$0.25 HC-$1.92 48P

Descriptors: *Consultation Programs, *Developmental Reading, *Grades 1-6, *Grades 7-12, *Instructional Materials, *School Libraries, *Vocational Education, Inservice Teacher Education, Rural Areas.

A center will be established to serve all school districts in five rural counties. Emphasis will be given to improvement in developmental reading, vocational education, school libraries, and instructional materials programs. Consultants in vocational education and guidance, school libraries, instructional media, and developmental reading will meet with school staff members to appraise problems and they will conduct inservice programs for teachers in local areas. The media and library consultants will study the feasibility of centralized ordering, processing, and sharing of materials and equipment. Approximately 11,454 students, grades K-12, and 616 staff members will be served. For further information, contact W. J. Tobin, 1312 NW. Chenowith Rd., The Dalles, Oregon 97058. (503) 298-5044. (JE)

20. ES 001 188 Planning
South Carolina Region 2, Title III Planning--Coordinating Team
S. C., Orangeburg, School District 5
Project Number DPSC-67-3016
EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: *Cultural Activities, *Curriculum Development, *Educational Planning,

Representatives of school districts in eight counties will make a cooperative effort to improve educational programs and offer quality education. Activities will be coordinated with activities in other regions of the state, with the regional title IV Educational Labortory, and with the State Department of Educa-

tion. A number of possibilities will be considered, including new methods of inservice training, expanded use of educational television, year-round use of school and community facilities, data processing services, a child guidance clinic, health education programs, cultural centers, science programs, and other activities for the purpose of curriculum improvement. The programs should improve achievement in skill areas, especially reading, improve the level of verbal functioning and educational aspiration, decrease absentee and dropout rates, and develop an understanding of the interrelationships among emotional, cultural, and learning factors. Approximately 148,622 students and 1,500 school personnel will be served. For further information, contact W. J. Clark, Superintendent, Orangeburg School District No. 5, Orangeburg, South Carolina 29115. (803) 534-5454. (JE)

21. ES 001 189 Operational
Region Six Educational Services Center
S. C., Florence, School District 1
Project Number DPSC-67-3114
EDRS Price MF-$0.50 HC-$3.00 75P

Descriptors: *Grades 1-6, *Grades 7-12, *Remedial Reading Programs, *Sociopsychological Services, Diagnostic Tests (Education), Inservice Programs.

A center will be established to provide remedial reading and psychological services to students and teachers in 12 counties. The center will be staffed with school psychologists, reading consultants, and other professional personnel. Representatives from each of the 12 counties will be given released time to participate in administrative activities. Staff members will work with school personnel, citizens' groups, and others to pinpoint specific needs and devise pragmatic solutions. Inservice training will be scheduled at the center for teachers and administrators. The center will include testing rooms for small groups and a conference room for large-group activities. The conference room will be equipped with facilities for television reception and audiovisual projection. Approximately 151,372 elementary and secondary students from public and nonpublic schools, plus preschoolers and adults, will be served. For further information, contact Henry L. Sneed, Jr., Superintendent, Florence School District No. 1, Florence, South Carolina 20501. (803) 662-2476. (JE)

22. ES 001 214 Operational
Exemplary Programs in English as a Second Language - San Diego County
Calif., San Diego, Unified School District
Project Number DPSC-67-2941
EDRS Price MF-$0.50 HC-$2.36 59P

Descriptors: *Communication Skills, *Demonstration Programs, *English (Second Language), *Grades 1-6, Inservice Teacher Education, Parent Education, Teacher Aides.

Four programs will be instituted to demonstrate the use of effective methods and materials in teaching English as a second language (ESL). More than 15 ESL Programs are currently operating in the county. Strengths and weaknesses in these programs will be identified. The new programs will demonstrate ways to improve (1) pupil proficiency in the use of the English language, (2) teaching competency in dealing with English language deficiency, (3) evaluation of ESL instruction, and (4) communication with parents of children in ESL Programs. The programs will be used in four selected schools during the school year. The most effective methods, materials, and evaluation techniques will be identified during the spring and inservice training will be given to teachers before the program begins in the fall. Centralized collection of information and coordination of efforts to avoid duplication will be stressed. Special attention will be given to the development of four audiolingual skills--listening comprehension, speaking, reading, and writing. Four parent education meetings will be scheduled to acquaint the parents with the program and to solicit their views concerning its effectiveness. Parents will be encouraged to enroll in adult education ESL classes or community programs for the improvement of English. Bilingual aides will be hired to assist teachers with instruction and communication with students and parents. Approximately 120 elementary students and 20 staff members will participate. For further information, contact Dr. Harmon H. Kurtz, San Diego City Schools, 4100 Normal St., San Diego, California 92103. (714) 298-4681. (JE)

23. ES 001 218 Planning
Alameda County PACE Center Programs in Oral Communication--Better Listening for Better Learning.
Calif., Hayward, Alameda County Supt of Schools
Project Number DPSC-67-3047
EDRS Price MF-$0.50 HC-$2.92 73p

Descriptors: *Grades 1-6, *Grades 7-12, *Listening Skills, *Oral Communication, *Underachievers, *Withdrawal Tendencies (Psychology), Inservice Teacher Education, Tape Recordings,

Oral communications programs will be planned to help low achievers learn to listen and to help reticent children--those who withdraw from communication. Four target groups will be served--(1) elementary students of average and below average ability, (2) junior high social studies students of low reading ability, (3) high school students of low ability in required basic science courses, and (4) adult students, most of them without

high school diplomas, who are in vocational-technical programs. The listening aspect of the program will concern new methods of listening training, application of the methods for improvement of instruction, and development of a tape library. Comparable procedures will be followed in the program for the reticent child. Increased participation in classroom discussion and more social interaction with other students should result from the reticent program. New methods and media will include compressed and expanded speech (i.e., tapes which alter the rate without distortion), speech-sound discrimination, and auditory sequencing. The tape library will be stocked with "career tapes" for vocational guidance purposes and "talking lessons" for students with inadequate reading skills. Inservice training will be given to teachers in both the listening and the reticent programs. Approximately 225,000 students, teachers, and staff personnel will be served. For further information, contact Rock La Fleche, Alameda County Superintendent of Schools, 224 West Winton Ave., Hayward, California 94544. (415) 437-5800. (JE)

24. ES 001 238 Operational
Educational and Cultural Development Center.
N. C., Mocksville, Davie County Board of Education
Project Number DPSC-67-3287
EDRS Price MF-$0.25 HC-$2.08 52P

Descriptors: *Audiovisual Centers, *Cultural Enrichment, *Curriculum Development, *Grades 1-6, *Grades 7-12, *Instructional Materials Centers, *Reading Centers, Adult Development, Art Activities, Race Relations, Remedial Reading, Summer Programs.

A multipurpose center for educational and cultural development will be established. The primary objectives of the center will be to enrich the school curriculum, to provide the latest materials, to promote the self-process of learning, to improve race relations, and to encourage community participation. The programs will include both scheduled and informal learning activities. Several departments will be included in the central building. A reading center will be established for after-school and summer remedial instruction. To enable students and adults to select materials of their own interests, a listening and viewing center will be organized and equipped with filmstrips, projectors, 8mm loops, and other reference material. A materials preparation center will provide transparencies, video tapes, a video-corder, and an offset printer. An art materials center will support the newly introduced yearly art program and summer art courses. A library processing center will exhibit and dispense new curriculum materials. An adult education center will promote parent involvement with the school. The center will serve one school district directly. Approximately 4,000 students, grades 1-12, will be

served. For further information, contact Charles J. Wells, Box 447, Mocksville, North Carolina 27028. (704) 634-2623. (DC)

35. RS 001 239 Operational
Diversified Outdoor Education.
N. C., Wentworth, Rockingham County Schools
Project Number DPSC-67-3701
EDRS Price MF-$0.50 HC-$3.12 78P

Descriptors: *Conservation Education, *Educable Mentally Handicapped, *Grades 1-6, *Grades 7-12, *Outdoor Education, *Remedial Reading Programs, *Summer Programs, Camping, Field Trips.

A multipurpose program will be established to provide learning experiences in the out-of-doors by supplementing and extending the educational activities within the classroom. Three distinct programs will be offered. Program "A" will be scheduled for 4 weeks and will combine outdoor activity with a remedial reading program. The objective will be to correct and improve the reading and language skills of students of average and above-average ability from grades 5, 6, and 7 whose performance in the areas of reading and language is blocking improvement. Program "B" will be a 5-week camping and athletic program for trainable and educable mentally retarded and will seek to improve the social and motor skills of retardates. Older retarded boys and girls will be employed as aides. Program "C" will be designed for average students and will be conducted in two parts. Part I will include field trips and day or part-day activities of nature and conservation education during the spring and fall of the school year. Part II will provide a week of residential outdoor education at the end of the school year. The project will cover one county with four small school districts. Approximately 300 children from grades 1-6 and 100 children from grades 7-12 will participate. For further information, contact Mrs. Dorothy S. Wilson, Rockingham County Schools, Wentworth, North Carolina 27375. (919) 342-2589. (DHC)

36. RS 001 241 Operational
Interdisciplinary Multifacet Reading Project
Ohio, Grove City, South-Western City Sch Dist
Project Number DPSC-67-4376
EDRS Price MF-$0.75 HC-$5.24 131P

Descriptors: *Grades 7-12, *Inservice Teacher Education, *Interdisciplinary Approach, *Junior High School Students, *Reading Improvement, Audiovisual Aids.

A staff development program will be instituted over a 3-year period to provide junior high school teachers with more knowledge and better techniques for teaching reading. An interdisciplinary approach will be used for reading instruction and will emphasize improvement of reading, writing, listening, and speaking skills. The teachers will try out new techniques under normal classroom conditions during the first year, incorporate the new techniques into a planned program the second year, and package the techniques for wider use and train other teachers during the third year. Each teacher will be encouraged to incorporate new methods, ideas, and materials which are appropriate for his classroom. In addition, special reading services will be offered to students through adjustive reading classes, seminars, and independent study activities. Pupil personnel services will be expanded to help teachers understand student needs and behavior and to fulfill the guidance needs of students. Paraprofessional personnel will be hired to assist teachers. The present library will be expanded to a learning center and equipped with an additional 2,300 library books, tapes, transparencies, films for a controlled reader, and other materials. A number of reading materials will be purchased, such as a reading lab set, tachistoscope filmstrips, skill builders, and high interest, low readability books. Observers will be invited to visit the school. Approximately 1,137 students and 62 staff members will participate. For further information contact Bernard L. Esporite, 584 Dennis Ln., Grove City, Ohio 43123. (614) 875-0623. (JE)

27. ES 001 247 Operational
South Arkansas Curriculum and Services Laboratory
Ark., El Dorado, School District 15
Project Number DPSC-67-3902
EDRS Price MF-$0.50 HC-$5.00 125P

Descriptors: *Audiovisual Aids, *Botany, *English Instruction, *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Remedial Reading, *Sciences, Consultants, Grammar, Inductive Methods, Science Laboratories, Student Motivation.

A media laboratory will be established to provide inservice training to teachers from 10 school districts in the county. The staff will offer assistance in teaching methods, the preparation and use of materials, and improved classroom performance. A transparency maker, projectors, cameras, and other audiovisual aids will be purchased. In addition, special programs will be offered in science, remedial reading, and corrective English. The science program will feature the use of a living laboratory staffed by botanists. The laboratory will include trees, shrubs, many species of azaleas, and aquatic plants. The laboratory speciality will be a collection of the genus quercus--hardwood

comprising oaks abundant in temperate regions. Lectures and demonstrations will be presented for each grade level, supplemented by the use of living or preserved plant materials, slides, and charts. A science consultant will conduct workshops for science teachers. The remedial reading program will be directed by a consultant who will stress the importance of student motivation. A reading laboratory will be installed and equipped with the latest reading devices. Another consultant will train teachers in methods effective for corrective English instruction. An inductive approach will be emphasized where students proceed from specific examples to general summary statements rather than moving from rules of grammar to examples. Approximately 15,000 students, grades 1-12, will be served. For further information, contact James N. Riley, 1115 West Hillsboro, El Dorado, Arkansas 71730. (501) 863-7263. (JE)

38. ES 001 251 Operational
Application for a Planning Grant to Plan a Supplementary Education Center for Contra Costa County
Calif., Pleasant Hill, Contra Costa County Supt
Project Number DPSC-67-3865
EDRS Price MF-$0.50 HC-$2.80 70P

Descriptors: *Able Students, *Conservation Education, *Grades 1-6, *Grades 7-12, *Health Education, *Occupational Information, *Reading Development, Administrative Organization, Feasibility Studies, Systems Development.

An educational center will be established to provide a system and resources for educational innovation and to continue feasibility studies. The objectives of the center will be to stimulate sensitivity to changing local needs, set priorities, design proposals, and select funding alternatives. The center staff has determined that the following six areas represent high priority needs--(1) review all planning procedures with the help of consultants, (2) continue development of a reading and communication skills application, (3) continue development of a family life and health education application, (4) continue exploration of the possibilities of an application for a regional occupational information center, (5) continue the refinement of proposals for programs in conservation and outdoor education, and (6) continue the exploration of possibilities of programs in the area of able and creative students. Approximately 149,000 public and nonpublic school children are enrolled in grades 1-12. For further information contact Dr. Robert W. Flewelling, 75 Santa Barbara Rd., Pleasant Hill, California 94523. (415) 228-3000. (DEC)

29. ES 001 272 Operational
Planning Educational Renewal in Atlantic City, New Jersey.
N. J., Atlantic City, Board of Education
Project Number DPSC-67-3267
EDRS Price MF-$0.25 HC-$1.48 37P

Descriptors: *Community Programs, *Disadvantaged Youth, *Grades 1-6, *Grades 7-12, *Racial Integration, *Remedial Reading, *Ungraded Elementary Programs, *Vocational Education, Curriculum Development, Mobile Educational Services, Preschool Education, Teacher Aides, Volunteers.

New patterns of education will be planned to serve a community with heavy enrollments of Negro children from low socioeconomic levels. Prototype projects will be designed to test the capability of a school program to prevent white exodus from the community. Community-school programs will be planned in the context of urban renewal. Planning will also include consideration of a dispersed vocational program, development of occupational information for middle school students, and plans for enrichment centers. The elementary school system will be completely restructured. Primary schools will be established for students in grades K-2 and preschool and will incorporate the current Head Start program. The elementary schools for grades 3-5 will be ungraded. A prototype project will cover development and operation of a program in an elementary school to provide a superior education program and to help prevent the school from becoming completely Negro in enrollment. Another project will develop a mobile team to work on diagnostic and remedial reading in three public, and one nonpublic, elementary schools. Approximately 8,811 students, grades K-12, in public and nonpublic schools, will be served. For further information contact Mr. Jack Eisenstein, Secretary and Business Manager, Board of Education, 1809 Pacific Avenue, Atlantic City, New Jersey 08401. (609) 345-5921. (WC)

30. ES 001 275 Operational
Summer Program for Underachievers
N. Mex., Santa Fe, Public Schools
Project Number DPSC-67-3910
EDRS Price MF-$0.25 HC-$1.32 33P

Descriptors: *Grades 1-6, *Summer Programs, *Underachievers, Audiovisual Aids, Elementary School Students, Mathematics, Peer Teaching, Reading Instruction, Team Teaching.

A summer program will be conducted for elementary students who are retained due to low achievement and a lack of readiness for more advanced instruction. The program will feature the use of controlled readers and other audiovisual aids, team teaching,

student progression at his own learning rate, orientation and counseling with parents, inservice teacher instruction, student guidance, peer teaching, and enrichment programs using community resources and consultants. Reading instruction, language development, and mathematics will be emphasized. The program will also serve as an observation and demonstration center for area students. Transportation will be provided for students from rural and outlying areas. Approximately 515 students, grades 1-3, from public and nonpublic schools will be served. For further information, contact Orion C. Shockley, 610 Alta Vista St., Santa Fe, New Mexico 87501. (505) 982-2631. (MC)

31. ES 001 290 Operational
Nongraded Primary Unit
Pa., Rankin, School District
Project Number DPSC-67-3869
EDRS Price MF-$0.25 HC-$2.16 54P

Descriptors: *Grades 1-6, *Individual Instruction, *Team Teaching, *Ungraded Primary Programs, Reading Clinics, Testing Programs.

A nongraded primary unit with individual instruction in reading, language arts, and mathematics will be established to improve the learning of students over a long period of time. The modified team teaching approach, testing services, and a reading clinic will be utilized. In addition, articulation with currently operated early childhood development centers (OEO), kindergarten and intermediate programs will be sought. Planning will cover the selection of staff, contracting of consulting services and arranging for equipment, materials and supplies during the summer months. The operational plan will cover grades K-3 the first year, and will include progressively one intermediate grade per year thereafter. The use of modern techniques and materials will be incorporated into the program which will cover one school district in one county. Approximately 264 students, grades K-6, will be served. For further information contact M. J. Silverstein, Superintendent of Schools, Kenmawr Avenue, Rankin, Pennsylvania 15104. (412) 271-2434. (MC)

32. ES 001 303 Planning
Planning Grant to Develop a Comprehensive Special Education Instruction and Materials Center Within the Milwaukee Area.
Wis., Milwaukee, Board of School Directors
Project Number DPSC-67-3393
EDRS Price MF-$0.25 HC-$1.44 30P

Descriptors: *Handicapped Children, *Instructional Materials Centers, *Special Education, Library Programs.

An instructional materials center will be planned to provide special educational materials to teachers of the handicapped, speech and language therapists, reading center teachers, teachers of the culturally disadvantaged, teachers of the mentally handicapped, and clinical teachers for the educationally disadvantaged in a large urban area. Planning will include a review and evaluation of the needs of the area and the relationship of the proposed center to already existing library structures. Emphasis will be placed on (1) acquisition, processing, and shelving of materials, (2) loaning procedures, (3) consultation services, (4) collection and reporting of usage records, (5) dissemination of information on services, and (6) visual aids materials. Coordination to be considered will be provision of cataloging data by the university center, personnel training, provision of literature searches and special services requests, creation and maintenance of the records of the center, and assisting, on request, with other activities, ranging from processing requests for films to the production of inservice conferences. Approximately 121,904 public and nonpublic school students will be served. For further information contact Gerard Farley, 5225 West Vliet St., Milwaukee, Wisconsin 53208. (414) 476-3670. (MC)

33. ES 001 327 Operational
Mobile Service Unit
N. Y., Star Lake, St. Lawrence County Supv Dist 1
Project Number DPSC-67-3927
EDRS Price MF-$0.50 HC-$2.52 63P

Descriptors: *Followup Studies, *Grades 1-6, *Grades 7-12, *Learning Difficulties, *Mobile Educational Services, *Special Education, *Specialists, Inservice Teacher Education, Instructional Materials, Parent Conferences, Reading Clinics, Speech Improvement.

A mobile service unit will be organized to bring specialized remedial, diagnostic, and instructional services to educationally disadvantaged children in a sparsely populated area. Emphasis will be placed on intensive followup of existing services provided by the Headstart Program and the reading, speech, and hearing diagnostic clinics located at a nearby university. The mobile coach will be staffed by a speech correctionist, home and school counselor, reading specialist, and school psychologist. In addition, there will be a materials reference center, containing specimen sets of tests, samples of special materials, catalogs, and high interest low reading level books. The program will stress inservice training in special education for local teachers, and the staff will conduct parent conferences. Cases will initially be selected from those children already referred to the clinics at the university, although new programs and additional caseloads will gradually be assumed. The Board of Advisors will be selected

from area public and nonpublic schools and representatives from community facilities. The program will cover one county with 28 school districts. Approximately 33,000 public and nonpublic school children are enrolled in the county. For further information contact Leonard Baker, District Superintendent of Schools, Star Lake, New York 13690. (315) Edwards 2881. (DC)

34. ES 001 334 Operational
Kay County Supplementary Educational Center and Service Project
Okla., Newkirk, Kay County Superintendent of Sch
Project Number DPSC-67-3096
EDRS Price MF-$0.25 HC-$1.24 31P

Descriptors: *Clinical Diagnosis, *Cultural Enrichment, *Gifted, *Grades 1-6, *Grades 7-12, *Handicapped Children, *Psychoeducational Clinics, *Special Education, Aurally Handicapped, Counseling, Emotionally Disturbed, Family Involvement, Guidance, Learning Difficulties, Reading Difficulty, Remedial Programs, Speech Handicaps.

A psychoeducational center will be established to provide the following services--(1) guidance and counseling services with emphasis on the elementary level, (2) psychological services, (3) speech and hearing services, (4) inservice training for teachers, (5) diagnostic and remedial reading training services, and (6) fine arts and cultural programs. The project will emphasize identification and education of the emotionally disturbed child, the slow learner, the academically and creatively talented, and the delimitive handicapped child. Special professional personnel provided by the project will be used at school locations to provide their individual abilities for student use where needed. Necessary referral services beyond that provided for by the program will be identified and correlated. Approximately 12,044 public and nonpublic school students, grades 1-12, will be served. For further information contact Dale E. Williams, Ed. D., 215 South Fourth, Ponca City, Oklahoma 74601. (405) 762-6627. (MC)

35. ES 001 347 Operational
Facility for Diagnosis and Change of Student Behavior
Ariz., Phoenix, Alhambra School District 68
Project Number DPSC-67-4155
EDRS Price MF-$0.25 HC-$1.64 41P

Descriptors: *Behavior, *Communication Skills, *Grades 1-6, *Grades 7-12, *Cognitive Development, *Psychoeducational Clinics, *Self Concept, *Underachievers, Personality Change, Student Attitudes.

A multimodal program will be established to enable underachievers to function cognitively at their possible levels of efficiency. The project will be aimed at the underachiever who is not mentally defective but who has exhibited poor self-concept through socially deviant attitudes and behavior. Emphasis will be placed upon breaking the cycle of constant failure in schoolwork by removing the child from the normal classroom environment and by providing him a medium for success in achievement. A facility will be designed, patterned after the Zweig Reading Guidance Center, which will offer an intensive program in communications skills training. Counseling services will be maintained continuously. The materials to be used consist of a series of tapes which will lead the child from the very earliest phonetic and listening experiences to considerably more difficult lessons. These tapes will be supplemented by accompanying workbooks and will encompass all the skills of communication--reading, listening, talking, and writing. Central to this laboratory environment will be a console on which 36 children using eight different programs can be tracked. Three special communications teachers will be hired. Behavior changes of the individual children will be constantly observed. After the child has been evaluated and counseled, he will be returned to the local school, which will have a satellite auxiliary lab. Approximately 15,596 public and nonpublic school students are enrolled in grades 1-12. For further information, contact Helen Armstrong, 3001 West Hazelwood, Phoenix, Arizona 85017. (602) 279-6281. (DC)

36. ES 001 352 Operational
Exemplary Secondary Program Restructuring Through Extensive Adaptation of a Complex of Innovative Educational Procedures.
Calif., Hughson, Union High School District
Project Number DPSC-67-4401
EDRS Price MF-$0.50 HC-$3.16 79P

Descriptors: *Demonstration Centers, *Grades 7-12, *Individualized Programs, *Instructional Programs, *Teaching Techniques, Dropout Prevention, Inservice Teacher Education, Reading Improvement, Underachievers, Ungraded Curriculum.

A demonstration center high school will be established adopting a restructured instructional program including (1) ungraded curriculum, (2) variable grouping for instruction, (3) learning activity packages, (4) independent study, (5) team teaching, and (6) the use of teacher aides. Individualized instruction techniques will be applied to each student's academic requirements to (1) upgrade underachievers' efforts, (2) reduce dropout rates, (3) increase number of graduates continuing education, (4) reduce number of student program shifts, (5) reduce failure rates, and (6) improve reading levels.

The program will serve approximately 391,050 persons in a five-county area. For further information contact Robert R. Reeder, 7419 East Whitmore Rd., P. O. Box 98, Hughson, California 95326. (209) 883-4471. (MC)

37. ES 001 362 Operational
Individualized Instruction Demonstration Project
Ill., Urbana, School District 116
Project Number DPSC-67-4439
EDRS Price MF-$0.25 HC-$1.44 36P

Descriptors: *Behavior Theories, *Demonstration Projects, *Grades 1-6, *Individual Instruction, *Instructional Technology, *Learning Motivation, Decision Making Skills, Programed Instruction, Reading Skills, Teacher Aides.

Demonstration classes will be established to show how behavioral principles and current technology can be applied to individualize instruction and overcome motivational problems in the elementary classroom in an urban/suburban area. The major goal will be to motivate every child to make maximum use of his individual potentials. Emphasis will be placed on the development of reading skills and problem-solving skills. The reading curriculum will be programed and will be based on the rationale that the sources of failure among poor readers in the primary grades stem from failure in the instructional procedure and not from the child. Curriculum assistants will be trained in the programing of academic materials. Selected behaviors of both teachers and pupils will be monitored by observers, and daily records of each child's progress in the academic program will be kept. The basic task in the behavior-training instruction will be to train children in the areas of listening, scanning, labeling, recalling, and searching for rules, and should enhance the ability to solve new problems on first exposure. The initial project will cover small classrooms at the first three grade levels, adding one a year. Approximately 600 public school children, grades K-3, will participate in the initial projects. For further information contact Ray H. Braun, Superintendent of Schools, 101 N. McCullough St., Urbana, Illinois 61801. (217) 367-8401. (DC)

38. ES 001 384 Operational
Looking Forward
N. Y., Horseheads, Chemung-Tioga Bd Coop Educ Svcs
Project Number DPSC-67-3498
EDRS Price MF-$0.50 HC-$2.80 70P

Descriptors: *Curriculum Development, *Elementary School Guidance, *Grades 1-6, *Grades 7-12, *Grouping (Instructional Purposes), *Inservice Teacher Education, *Library Extension.

A broadbased program of educational improvement will be established in a rural area. Five projects will be incorporated into a pilot program. The first project will provide a change of curriculum for the fifth and sixth grades. A combined studies program stressing social studies and language arts will meet for one-half day each day and will be grouped heterogenously. A departmentalized curriculum in mathematics, science, and developmental reading will be developed and offered to four homogeneous groups for a half-day each day. The second project will be an inservice program to provide information, materials, and resource people to prepare teachers for a local heritage course at the seventh grade level. For the third project, an elementary school counselor will be employed and will spend at least half of her time visiting the homes of socially maladjusted and underachieving children. The fourth and fifth projects will involve after-school availability of school and public libraries and the materials center. Approximately 71,016 public and nonpublic school students are enrolled in grades K-12. For further information, contact Pauline G. Bush, Superintendent, Chemung-Tioga Boces, 406 Sayre St., Horseheads, New York 14900. (607) 739-3691. (DC)

39. ES 001 398 Operational
Resource Rooms for Children with Specific Learning Disabilities
R. I., Barrington, Public Schools
Project Number DPSC-67-3166
EDRS Price MF-$0.25 HC-$1.12 28P

Descriptors: *Emotionally Disturbed Children, *Grades 1-6, *Learning Difficulties, *Resource Centers, *Special Education, *Underachievers, Inservice Teacher Education, Language Arts, Number Concepts.

Resource rooms for teaching emotionally disturbed underachievers will be established in a suburban school system. One room will be established in each school in the district to maintain continuity with the regular school schedule. The special education program will be designed for elementary school children who have specific learning disabilities in language arts or numerical concepts due to possible cerebral dysfunction and/or emotional or behavioral disturbances. The room will contain soundproof study carrels to minimize the hyperactivity and distractability of the students. The program will be virtually tutorial in structure, since instructional groups will contain three to five students. Specialized techniques will be employed, such as the kinesthetic methods to teach reading and utilization of quantifiable materials for numerical concepts. The students will spend 1 to 2 hours each day in the resource room. Resource room teachers will provide formal and informal inservice training for faculties of elementary schools by describing and defining

the children needing service, outlining educational techniques, and consulting with staff members. Approximately 224 public and nonpublic elementary school students will participate. For further information, contact Lawrence H. Weiner, Director of Special Education, 217 Lincoln Ave., Barrington, Rhode Island 02806. (401) 245-7400. (DC)

40. ES 001 399 Operational
General Improvement of Reading Instruction
S. C., West Columbia, Brookland-Cayce Schools
Project Number DPSC-67-3156
EDRS Price MF-$0.25 HC-$0.88 22P

Descriptors: *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Reading Programs, *Remedial Reading, Master Teachers.

A reading improvement program for both teachers and students from all grade levels will be established in a suburban area. Approximately 75 teachers will be selected and given intensive training in new methodology of reading instruction, and 600 students will attend classes for the purpose of improving their reading skills. Emphasis will be placed on improving the reading and communications skills of junior and senior high school students who are failing in academic study units due to poor reading ability. Both summer programs and school-year programs will be offered. Extensive use of audiovisual equipment will be planned. Fourteen supervising master teachers will be appointed from all grade levels and will be responsible for maintaining and directing the continued inservice training of 75 participating teachers. Approximately 600 public and nonpublic school students, grades 1-12, will participate. For further information, contact Mrs. Mary E. Newman, P. O. Box 408, West Columbia, South Carolina 29169. (803) 794-6361. (DC)

41. ES 001 403 Operational
Project TOLD (Tutors of Language Disorders)
Tex., Abilene, Independent School District
Project Number DPSC-67-3181
EDRS Price MF-$0.25 HC-$1.20 30P

Descriptors: *Grades 1-6, *Individual Instruction, *Language Handicaps, *Reading Difficulty, *Subprofessionals, *Tutoring.

Project TOLD (Tutors of Language Disorders) will be launched to aid students who have been identified as having language disorders. Junior and senior students of high academic ability will be chosen from three nearby universities to work on a one-to-one basis with selected students of average intelligence who are

failing to learn to read. Specific methods of instruction will be individualized for each child. The college tutors will supply remedial instruction to designated students for an average of 3 to 5 hours per week. Curriculum materials at the student's current achievement level will be provided, and special materials, such as programed reading materials and phonetic keys to reading materials, will be designed. Students will be selected on a random basis from the population diagnosed as experiencing a language disorder. The program will supplement existing special education programs within the school system such as self-contained classrooms and itinerant instruction, and results from each of the three control groups will be evaluated. Approximately 26,000 public and nonpublic school students will be served. For further information, contact Billy C. Earles, Director of Special Programs, Box 981, Abilene, Texas 79604. (915) 676-1644. (DC)

42. ED 001 413 Operational
Experiment in the Vertical and Horizontal Development of English
Wis., Kaukauna, Joint District 3
Project Number OEGC-67-6034
EDRS Price MF-$0.35 HC-$1.56 30P

Descriptors: *Curriculum Development, *Grades 1-6, *Grades 7-12, *Interdisciplinary Approach, *Language Arts, *Teaching Techniques, Composition (Literary), English Literature, Grammar, Individual Instruction, Nongraded Classes, Team Teaching.

A comprehensive language arts curriculum will be developed for grades K-12, based on ideas developed in a 3-year statewide English curriculum study. Demonstration classes will be instituted at every grade level, involving 650 students progressively in (1) use of language for oral communication, (2) language appreciation, (3) reading, and (4) application of what they have read to their own lives. A classroom dialect composed of local informal speech patterns will be used in the lower elementary classes, where grammar will be taught incidentally and informally. No single textbook will be used. Transition will be made from such oral techniques in kindergarten as conversation and creative dramatics to an emphasis on creative writing stressing content before form, continuing through grade six. Nongraded team teaching with variable instructional groupings will be introduced in grades 4-6, and grammar, the learning of English sounds, and enrichment program will be added. A special nongraded class of 30 students, age 8-12, will also be conducted, presenting an interdisciplinary approach to humanities, mathematics, and science. Formal instruction in language structure will start in junior high, where literature, composition, language, and speech will be taught in interrelated units with social studies. Individualized instruction will be given and creative elective courses offered. Senior high program will provide a nongraded, guided approach

to English involving individualized modular learning units and enrichment programs. For further information contact Miss Frances M. Church, Route 3, Kaukauna, Wisconsin 54130. (414) 766-5295. (MC)

43. ED 021 419 Operational
Dial-Access Visual Retrieval Reading Center
Calif., Marysville, Joint Unified School District
Project Number DPSC-67-4230
EDRS Price MF-$0.25 HC-$2.20 32P

Descriptors: *Individual Instruction, *Information Retrieval, *Instructional Materials Centers, *Language Arts, *Televised Instruction, Programmed Instruction.

A dial-access visual information retrieval system will be introduced to demonstrate its feasibility for instructional support to schools in a rural county area. The system will be an extension of an operating audio dial-access system supplying individualized instruction in language arts. A search model of the dial-access video system will be developed and evaluation made of retrieval equipment hardware using consultant assistance. Video tape recorders, dial-access control equipment, and related items will be purchased and installed to link an operating reading-learning center with individual student and teacher stations in county schools. Retrieval stations will also be located in a library information material center being constructed. A mobile TV unit equipped with cameras will be purchased and used in the production of programed instructional units in language arts. Approximately 3,302 public and nonpublic school students will be served. For further information, contact Leonard E. Larson, Director of Special Projects, 504 J Street, Del Monte Square, Marysville, California 95901. (916) 742-5304. (MC)

44. ED 021 432 Planning
Cooperative Urban-Suburban Summer School Plan
Conn., Woodbridge, Board of Education
Project Number DPSC-67-3610
EDRS Price MF-$0.25 HC-$0.72 18P

Descriptors: *Grades 1-6, *Suburban Youth, *Summer Programs, *Urban Youth.

An elementary level summer school program will be established for 25 inner-city students and 75 suburban students. An academic program in reading and language arts and an enrichment program in creative art, music, and drama will be offered. The students will be assigned to classes distributing urban and suburban children

together. Program management should gain insight into the kinds of programs best suited for urban and suburban mixing. The enrichment courses should stimulate the less articulate and less academically-oriented inner-city child toward greater achievement through working, talking, and play-acting with more eloquent peer groups. Approximately 100 students, grades 1-6, will participate. For further information, contact Alexander M. Raffone, Superintendent of Schools, Beecher Road School, Woodbridge, Connecticut 06525. (203) 389-2195. (DC)

45. ES 001 425 Operational
Progress Thirteen
Ga., Sandersville, Washington County Bd of Educ
Project Number DPSC-67-3602
EDRS Price MF-$0.75 HC-$7.16 179P

Descriptors: *Demonstration Centers, *Grades 1-6, *Grades 7-12, *Reading Centers, *Remedial Reading Programs, Clinical Diagnosis, Culturally Disadvantaged, Inservice Teacher Education, Instructional Materials Centers, Self Concept, Student Attitudes.

Demonstration/learning centers will be developed to supply diagnostic, remedial, and corrective reading services to a 16-county area. Preventive measures will be incorporated into the programs through planned inservice education of teachers of grades 1-8. A pilot center will be established with three extensions to operate as demonstration centers. The main center will provide consultative services in reading and related fields, psychological assistance, inservice training, and the use of instructional materials to the subcenters. The subcenters will provide reading instructions to approximately 300 students through reading teachers and specialists. Corrective programs to be conducted in classrooms will be recommended. Efforts will be made to develop the student's self-concept and to reduce his negative attitude toward school. Initial emphasis will be on students in grades 4-7 who need remedial instruction. A pilot project will be conducted extending cultural experiences to culturally-deprived first graders to determine how and when preventive programs can be incorporated into the schools. Approximately 32,500 students will be served. For further information, contact Mrs. Lydia B. Pool, P. O. Box 245, Tennille, Georgia 31089. (912) 854-7937. (MC)

46. ES 001 451 Planning
Clipper (Curriculum Laboratory to Initiate Planning of Programs for Experimentation in Reading)
Mo., West Plains, School District R-7
Project Number DPSC-67-3846
EDRS Price MF-$0.25 HC-$1.28 32P

Descriptors: *Reading Improvement, *Reading Programs.

A comprehensive reading program will be planned, using new methods and techniques, to strengthen reading instruction for grades K-13 in a predominantly rural area. The various philosophies and techniques to teach reading will be studied and evaluated for application locally. Schools using successfully at least one of the techniques will be located, visited, and observed by approximately 400 school administrators and teachers. Staff members will then develop a plan of operation unique to the area's individual situation. Reading programs already a part of the curriculum of area schools will be evaluated to make better use of the programs and their accompanying materials and equipment. Equipment and materials provided through Title I and Title II will be included in the plan for operation. Approximately 6,000 public and nonpublic school students will be served. For further information, contact John M. Canfield, Superintendent, West Plains Public Schools, P. O. Box 97, West Plains, Missouri 65775. (417) 256-5250. (MC)

47. ES 001 487 Operational
Project to Provide a Research, Diagnostic, Demonstration, and Education Center for Clovis Public Schools and Contiguous Areas
N. Mex., Clovis, Public Schools
Project Number DPSC-67-3658
EDRS Price MF-$0.50 HC-$3.00 73P

Descriptors: *Clinical Diagnosis, *Counseling, *Mathematics Instruction, *Reading Programs, *Special Education, Disadvantaged Youth, Emotionally Disturbed Children, High Achievers, Specialists, Speech Therapy, Teacher Aides, Underachievers

A research, diagnostic, demonstration, and instructional center will be established to serve grades 1-13 in an urban/suburban area. Students referred to the center will be tested, evaluated, and referred to remediation personnel. Remedial reading instruction will be given to disadvantaged students. Developmental reading programs will be offered to underachievers with high IQ's and to superior students needing acceleration. Speech therapy will be given to students with a wide range of speech problems. Mathematics instruction, both remedial and developmental, will be offered to students of all classifications. The program will include orientation to new math for transfer students. A specialist will be employed to work with emotionally disturbed students and with children who are terminal from other special education programs. Counseling services will be provided. Consultants will be used periodically for the purposes of diagnosis, demonstration, and treatment. University graduate students will be assigned to aid the specialists in research projects, demonstration

projects, and instruction. Approximately 1,000 public and non-public students, grades 1-12, will be served. For further information, contact Jack J. Hern, 600 Pile, Clovis, New Mexico 88101. (505) 763-2041

48. ED 001 403 Planning
Demonstration-Learning Center to Improve the Teaching of Communications Skills to Slow Learners
N. C., Durham, City-County Schools
Project Number DOEC-67-4304
EDRS Price MF-$0.25 HC-$0.66 23P

Descriptors: *Communication Skills, *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Slow Learners, *Teaching Methods, Classroom Environment, Self Concept.

Students with an I. Q. of 70-80 will be taught communications skills in an inservice program to be planned for training beginning and experienced teachers in methods of teaching slow learners. The planning committee will identify and select students from school districts in an urban area. Arrangements will be made to bring the students to a central location and place them in a setting away from the competition of the regular classroom. Availability of substitute teachers to release a group of teachers from classroom duties for substantial periods of time will be studied. Plans will be made to bring the teachers to the center to receive intensive training in classroom management, use of materials and equipment, and observation of instruction by master teachers. Communications skills curriculum will be planned to emphasize verbalizing, listening, reading, and writing. Creative dramatics will be included to develop self-expression and self-image. Approximately 1,867 students, grades 1-12, will be served. For further information, contact Charles S. Chewning, Sr., 108 Seminary Ave., Durham, North Carolina 27701. (919) 682-5187. (WC)

49. ED 001 405 Operational
Kindergarten Perceptual Motor Training Program
Ohio, Lyndhurst, South Euclid-Lyndhurst City Sch
Project Number DOEC-67-3040
EDRS Price MF-$0.25 HC-$1.48 37P

Descriptors: *Kindergarten Children, *Perceptual Motor Coordination, *Perceptually Handicapped, *Psychomotor Skills, *Special Education, Eye Hand Coordination, Reading Readiness.

Perceptually handicapped kindergarten children will be provided with a sequential program of motor, vision, and perception training to increase their readiness for such skill

subjects as reading and arithmetic. Emphasis will be placed on early identification of children who are likely to develop significant learning problems and on development of basic psychomotor skills in the children before they experience a large number of negative reinforcements. Before the opening of school, all prekindergarten students will be screened, using an adaptation of Kephart's perceptual motor survey and additional tests of eye-hand coordination. Parents will be present at the screening and evaluation but will be separated from the children. Children who exhibit above average difficulties will be recalled for a second screening. Summer workshops will be held for teachers and aides involved in the program. Consultants, such as an ophthalmologist and a pediatric neurologist, will be retained. An elementary guidance counselor will be employed. Approximately 500 public school kindergarten children will participate. For further information, contact Louis Belfenheim, 4777 Parnhurst Road, Lyndhurst, Ohio 44124. (314) 569-7700. (OC)

30. 52 001 400 Operational
Reading Enlightens and Develops
Okla., Altus, Independent School District 18
Project Number DPSC-47-5048
EDRS Price MF-$0.50 HC-$1.00 43P

Descriptors: *Audiovisual Aids, *Control Groups, *Grades 1-6, *Reading Improvement, Inservice Teacher Education, Master Teachers.

A reading improvement program, involving extensive use of audiovisual aids, will be established for students in grades 4, 5, and 6. During the initial phase of the program a completely heterogeneous control group will be formed. Students will be taught through the use of mechanical equipment, with the teacher providing materials and explanations for operation of equipment without any comments or class discussions. Other elementary classes will be taught without the aid of the new materials. Through the demonstration, new concepts and procedures for effective teaching of reading will be determined and introduced into the classroom. Regular teachers will be periodically relieved of classroom duties to enable them to observe the use of equipment by the students. Three master reading teachers will be employed and will attend a 5-week summer session to (1) select the new equipment and receive instruction in use, (2) define new approaches to the teaching of reading, and (3) prepare the reading curriculum to be used. The master teachers, together with consultants, will outline the program to 30 staff teachers in a 12-week evening course during the school year. Approximately 1,478 public school students, grades 1-6, will participate. For further information, contact Clifford Peterson, Superintendent of Schools, 251 North Lee, Altus, Oklahoma 73521. (405) 482-4853. (OC)

51. ES 001 472 Operational
Innovative Curriculum Project for County Special Education
Pa., Pittsburgh, Allegheny County Bd of Sch Dir
Project Number DPSC-67-3063
EDRS Price MF-$0.25 HC-$1.16 20P

Descriptors: *Grades 1-6, *Grades 7-12, *Individualized Curriculum, *Instructional Materials, *Mentally Handicapped, *Special Education, Exceptional Children, Teacher Workshops.

An individualized curriculum, focused on the life needs of the exceptional child, will be designed for five special education centers in a metropolitan area. The initial phase of the project will be directed toward remediation of problems of the mildly mentally retarded child to facilitate his re-entry into regular classes. A selected group of atypical children will be intensively screened to isolate specific factors hindering their placement in a regular class. The program will provide for as much part-time integration with regular classes as the students can handle. Another project will involve individualized instruction in arithmetic and reading, using such media as tapes, film strips, and teacher-prepared materials. Adult graduates of special education programs will be consulted. Teacher/administrator workshops for curriculum revision and for laboratory training in human relations will be conducted during the summer. Four visitations to other special education programs will be planned. Approximately 1,000 students, grades 1-12, will be served. For further information, contact Dr. Walter A. Fabian, Jr., 340 County Office Building, Pittsburgh, Pennsylvania 15219. (415) 471-6770. (OK)

54. ES 001 473 Operational
Continuous Learning Experiences at Rochester
Pa., Rochester, Area School District
Project Number DPSC-67-4081
EDRS Price MF-$0.50 HC-$3.20 80P

Descriptors: *Grades 1-6, *Grades 7-12, *Grouping (Instructional Purposes), *Horizontal Organization, *Kindergarten, *Nongraded Primary System, *Reading Readiness, *Team Teaching, Arithmetic, Audiovisual Aids, Individual Study.

A nongraded, continuous learning program in reading and arithmetic will be introduced in the primary grades of a suburban school system. Team teaching techniques will be instituted at the intermediate and secondary levels. The ultimate goal will be nongrading of the total curriculum. After one semester of school attendance, kindergarten students will be tested and placed in one of four ability groups, and those adjudged capable will

be given formal reading readiness instruction. Primary school reading programs will consist of 14 carefully structured levels. Movement from one level to another will be based upon the degree of mastery of specific skills in each level. A horizontal school complex will be established for intermediate students (grades 4, 5, and 6). Large and small group instruction, team teaching, and individual study will be introduced and use of audiovisual materials and equipment will be planned. A systems approach to the senior high school curriculum will be designed to identify the problems and test the solutions to problems involved in nongrading a total school. Extensive inservice training for teachers will be offered at all levels. Approximately 3,287 students, grades K-13, will be served. For further information, contact Matthew P. Boale, Superintendent, 801 Planter Dr., Rochester, Pennsylvania 15074. 774-8118. (DC)

99. SS 001 477 Operational
Developmental Pupil Personnel Services for Union County Schools
S. C., Union, County Board of Education
Project Number DPSC-67-3818
SDRS Price MF-$0.75 HC-$9.40 130P

Descriptors: *Curriculum Development, *Elementary School Guidance, *Grades 1-6, *Grades 7-13, *Occupational Guidance, *Student Development, *Student Personnel Services, Field Trips, Instructional Materials, Kindergarten, Parent Conferences, Potential Dropouts.

Pupil personnel services will be introduced in a rural area characterized by a high dropout rate and low-level parental aspiration. Special programs will be provided to assist teachers, students, and parents in helping the students achieve their potential physically, socially, mentally, and emotionally. The programs will include counseling, testing, speech correction, remedial and developmental reading, physical education, health services and education, psychological services, social services, and special instructional services. A kindergarten program will be introduced. A pupil-oriented curriculum will be developed, which will focus on early identification of interests and needs of all pupils. An elementary guidance program will be instituted. Parent counseling will be provided on a limited basis. Emphasis will be placed on vocational exploration through audiovisual presentations and instructional materials, as well as through field trips to local industries. Individual pupil data will be studied, and research will be expanded in such areas as selective service failure, dropouts, occupational choices of graduates, and relation of socioeconomic status to school failure. Inservice training will be intensified, and visitations to other programs will be made. Adult education below grade 8 will be offered. Approximately 8,300 public school students, grades K-13, and

600 adult education students will be served. For further information, contact Wilbur F. Smith, Jr., P. O. Box 627, Union, South Carolina 29379. (800) 627-3051. (DC)

34. SS 001 478 Operational
Project Reachigh
Tenn., Clarksville, City-Montgomery County Schools
Project Number DOOC-67-2697
SDRS Price MF-$1.00 HC-$9.70 24P

Descriptors: *Cultural Enrichment, *Curriculum Development, *Demonstration Programs, *Inservice Teacher Education, *Psychological Needs, *Reading Centers, Mobile Educational Services, Preschool Education, Specialists.

Research into action for the Highland (Reachigh) will be initiated to bring multifaceted educational and cultural development to a 10-county rural area. Changes in curriculum, instruction, teaching, and learning will be brought about by conducting five programs--(1) Bias--Reachigh inservice education, (2) Reap--reading enrichment activities program, (3) Steps--steps toward exemplary psychological services, (4) Excite--exemplary centers for innovative teaching experience, and (5) Cap--cultural activities program. The program will be articulated in an interdisciplinary approach, including the provision of observation/participation demonstration situations for inservice training (Project Bias) through Project Excite. Demonstration centers and a mobile reading lab will be established through the efforts of projects Excite and Reap. Psychological services (Project Steps) will be developed by training and employment of specialists to support the participating school systems. Cultural enrichment will be taken directly to the students by Project Cap through traveling art exhibits, music programs, and children's theaters. Excite will also include the establishment and operation of six early childhood multi-age centers to offer kindergarten experiences to children, age 4-6, with partial funding from the Office of Economic Opportunities. Approximately 67,179 public and nonpublic school students will be served. For further information contact J. Coleman Crockett, Director, Title III, Clarksville-Montgomery County School System, P. O. Box 607, Clarksville, Tennessee 37040. (615) 659-1303. (MC)

35. SS 001 480 Operational
Demonstration/Learning Centers for Teachers of Children with Specific Language Disabilities
Tex., Greenville, Independent School District
Project Number DOOC-67-0880
SDRS Price MF-$0.50 HC-$1.10 20P

Descriptors: *Clinical Diagnosis, *Dyslexia, *Grades 1-6, *Language Handicaps, *Mobile Educational Services, *Special Programs, Inservice Teacher Education.

Medically approved diagnostic and teaching programs for specific language disability children will be implemented through inservice education, mobile services, and special classes. Elementary students in a four-county area will be screened for identification of specific language disability (dyslexia). Diagnostic services will be made available to children in their home communities through the use of a mobile unit manned by a minimum of one physician, a registered nurse, a psychologist, and a language therapist. A third screening level of severe cases will be performed at the language clinic of a nearby hospital. Administrators and teachers will be trained to implement the instructional phase in special institutes. The institutes will include demonstration classes where trainees can observe expert teaching and therapeutic techniques in operation with children who have been identified as needing special help. School districts will then use the teachers and/or administrators to organize special classes in each school district. Case studies will be built on a continuing basis for each child in the experimental program. Approximately 315 elementary students in public and nonpublic schools will be served. For further information, contact Keith Bearden, 2801 Oak St., Greenville, Texas 75401. (314) 408-3113. (MC)

[illegible]. [illegible] Operational
Primary Demonstration School
Va., Chesapeake, Public Schools
Project Number [illegible]
[illegible] Price [illegible] [illegible] [illegible]

Descriptors: *Flexible Scheduling, *Grades 1-6, *Individualized Curriculum, *Interdisciplinary Approach, *Nongraded Primary System, *Team Teaching, Classroom Arrangement, Grouping (Instructional Purposes), Reading Programs, Teacher Aides.

A demonstration primary school, including kindergarten, will be established in a suburban area. A pupil-oriented, individualized curriculum will be planned. Nongraded student progression from level to level will be offered, with sequenced learning experiences replacing teacher-dominated expository instruction. Flexible scheduling through stu's (experimental time units) will be planned. The curriculum will be divided into two basic interdisciplinary cores--(1) language arts-reading-enrichment and (2) science-arithmetic-physical activities. Twelve core teachers will form two teams of six members each, large-group and small-

group instruction will be introduced. Special instruction in reading and/or reading readiness will be offered by three reading specialists who will work closely with the language arts team. Teacher aides and part-time art and music teachers will be employed. Semipermanent school facilities will be used to allow for a maximum of flexible partitioning. Learning centers will be established. A curriculum director will replace the school principal. Year-round inservice training will be stressed. Approximately 375 public school students, grades K-3, will participate in the demonstration school. For further information, contact B. I. Willett, Jr., Assistant Superintendent, 300 Cedar Rd., Chesapeake, Virginia 23320. (703) 547-2131. (DC)

87. SS 001 483 Operational
Vive Reading
Wis., Portage, Coop Educ Service Agency 13
Project Number 2050-67-4331
EDRS Price MF-$0.50 HC-$4.50 12KP

Descriptors: *Clinical Diagnosis, *Grade 4, *Learning Difficulties, *Mentally Handicapped, *Special Education, Classroom Arrangement, Dyslexia, Emotionally Disturbed, Neurologically Handicapped, Parent Conferences, Specialists.

Three diagnostic centers will be established to aid fourth grade students suffering from emotional disturbances or special learning disabilities. The students referred to the center will be at least two years below grade level in reading ability. A team of specialists, (including a psychiatrist, a clinical psychologist, a social worker, three teachers for emotionally disturbed, three teachers for special learning disabilities, three remedial reading teachers, a speech therapist, and a psychometrist), will test, diagnose, and form educational programs for children with psychic or neurological impairment. Counseling services with parents will be stressed. Extensive study of the background of the referred students will be conducted to determine underlying causes of dyslexia. The special education classes will often be fragmentized through seating and room arrangements, to strategically keep children apart, so that teachers will be able to support each individual child and still maintain group experiences and healthy social interaction. The activity concept will be employed to develop units through teacher-pupil planning around the needs and interests of the class. The classes will serve as a demonstration center for statewide inservice training and observation. Approximately 80 public and nonpublic school fourth grade students will participate in the initial phase. For further information contact Theodore J. Svitavsky, Cena Area 13, County Administration Bldg., Portage, Wisconsin 53901. (608) 745-4145. (DC)

[illegible]. [illegible] Operational
Remedial Reading Mobile Laboratory
Maine, Chowhegan, School Administrative Dist 54
Project Number [illegible]
EDRS Price MF-$0.[illegible] HC-$1.[illegible] [illegible]

Descriptors: *Grades 1-6, *Grades 7-12, *Mobile Educational Services, *Remedial Reading, *Underachievers, Audiovisual Aids, Low Level Aspiration.

Remedial reading services will be offered in a rural area through a mobile laboratory. The reading laboratory will be equipped with teaching machines, television, and film and slide projectors to meet the needs of underachievers in grades 1-6 in a small school district with multigraded self-contained classrooms. Reading disabilities of referred students will be tested through standard diagnostic tests. Emphasis will be placed on development of visual and perceptual skills needed for easy word recognition and more fluent reading. The feasibility of establishing control groups, one using a linguistic-phonetic approach to reading and other standard remedial procedures, will be studied. The cultural level and aspirations of children and parents should be improved by the opening of new vistas through acquisition of reading skills. Approximately [illegible] public school students, grades 1-6, will be served. For further information, contact Cyril A. Robinson, Box [illegible], Chowhegan, Maine [illegible]. ([illegible]) [illegible]. ([illegible])

[illegible]. [illegible] Planning
Tulsa County Special Service Educational Center
Okla., Tulsa, County Schools
Project Number [illegible]
EDRS Price MF-$0.[illegible] HC-$1.[illegible] [illegible]

Descriptors: *Curriculum Development, *Grades 1-6, *Grades 7-12, *Remedial Reading, *Speech Therapy, *Testing, Counseling, Guidance, Specialists, Underachievers.

A special services center will be established in an urban/suburban area to implement the following programs--(1) curriculum development, (2) psychiatric and testing services, (3) remedial and developmental reading, (4) speech correction, and (5) guidance and counseling. The center will be staffed by a team of specialists, including an educational psychologist, a reading specialist, and a speech therapist. During the initial phase remedial reading will be offered to underachievers in grades 1-6 whose problems stem from bilingual difficulty, perceptual difficulty, and/or intellectual retardation. A countywide testing program will be established in cooperation with a nearby university under the direction of the educational psychologist. The speech therapist

will spend one-half time conducting clinical therapy. Approximately 21,387 public and nonpublic students, grades 5-12, will be served. For further information, contact Dr. Charles A. Sarre, 13 West Beech, Oklahoma 74070. (314) 283-2330. (DC)

40. [illegible] Operational
Regional Textbook Lending Program
Va., Hampton, City School Board
Project Number DPSC-67-[illegible]
[illegible] Price [illegible] [illegible] [illegible]

Descriptors: *Basic Lending, *Developmental Lending, *Grades 1-6, *Individual Instruction, *Lending Materials, *Remedial Lending, Clinical Diagnosis, Grouping (Instructional Purposes), Inservice Teacher Education, Lending Center.

Basal readers will be replaced by a multiplicity of reading materials in a program designed to individualize reading instruction for elementary students. Systematic instruction in word recognition skills and comprehension will be included, based on teacher guides developed by a planning committee. In an initial program, 3,000 students in 100 classrooms will be grouped into pupil teams according to specific needs. Some teams will be of equal ability, while others will allow weaker pupils to obtain help from more able peers. Students will be given the opportunity to select their own reading materials. Individual conferences will establish weaknesses and needs. Concentrated instruction will be given in spelling and listening accompanied by mastery of letter names, phonemes, and activities to develop sight vocabulary. Pupil growth in reading skills and pupil attitudes toward reading will be measured at the beginning and the end of the school year. A reading center will be established to provide diagnosis and treatment to referred students experiencing reading difficulties beyond the normal reach of the classroom teacher. The center will also provide training in diagnostic techniques and remedial practices on a regularly planned schedule to teachers temporarily freed from classroom duties. Summer workshops will be conducted for the 100 participating elementary teachers prior to program initiation. Approximately 15,300 public and nonpublic elementary school students will be served. For further information, contact Dr. Joseph Lyles, Assistant Superintendent of Schools, 19 Cary St., Hampton, Virginia 23369. (703) 723-6330. (DC)

41. [illegible] Operational
Developmental Lending Skills Facility
Va., Rottoway, County School Board
Project Number DPSC-67-[illegible]
[illegible] Price [illegible] [illegible] [illegible]

Descriptors: *Developmental Reading, *Individual Instruction, *Reading Centers, *Remedial Reading, Audiovisual Aids, Inservice Teacher Education, Small Group Instruction.

Developmental and remedial reading services will be provided by a reading center for students, grades 1-12, in a predominately rural three-county area. The program will focus primarily on those students in the top and bottom thirds of their grade level. Some 150 retarded children in special education classes will also be included. Disabled and advanced readers will be referred by school faculty to the center for diagnostic testing. Parent interviews will be held and case histories developed. Developmental and corrective instruction will be provided to small classes of no more than 10 students for a minimum of 3 hours a week. The classes will be conducted 4 days a week in a year-round program. Reading programs will be geared to individual needs through a multimedia approach, and individual lesson scheduling will be used. Class time will include opportunities for browsing, creativity, and classroom remedial or enrichment instruction. Specialists from the center will travel to the schools to provide instruction in the classroom. Teachers, administrators, and supervisors will take part in seminars and group discussions and will participate in the learning and teaching of the reading process. Inservice training will include techniques of recognizing reading readiness, methods of determining proper instructional level, and ways of developing critical thinking and word recognition skills. Approximately 9,077 public and nonpublic school students will be served. For further information, contact Mr. H. L. Blanton, Superintendent of Schools, Nottoway Courthouse, Nottoway, Virginia 23955. (703) 645-8596. (MC)

43. SS 001 505 Planning
Circuit Rider of Lassen County
Calif., Susanville, Lassen County Schools
Project Number DPSC-67-2091
EDRS Price MF-$0.25 HC-$3.34 36P

Descriptors: *Curriculum Development, *Mobile Educational Services, *School Publications, *Student Motivation, *Vocational Development, College Preparation, Instructional Materials, Reading Improvement.

On-the-scene change capabilities through goal-oriented lesson planning will be introduced in a mountainous area. An itinerant educational consultant (circuit rider) will visit all schools on a preplanned schedule to assist teachers in designing lesson plans and to provide instructional materials and equipment. The general curriculum will be reviewed and particular emphasis placed on improving the college preparatory

curriculum. New reading experiences will be planned to increase student motivation at all grade levels. A vocationally-oriented program will be designed to include extensive studies of local industries such as lumbering. Student compositions will be designed into a newspaper, which will be widely circulated. Students will contribute to, and publish, a "curcuit rider review," which should breathe life into lethargic classrooms and should encourage students to become competitive learners. The program should result in--(1) lasting behavioral changes on the part of teachers, and (2) a new and vigorous learning climate in classrooms with measurable growth in academic achievement. Approximately 4,764 public school students, grades K-12, will be served. For further information, contact Donald Pederson, 506 Woodside Way, Susanville, California 96130. (916) 257-2196. (DC)

63. ES 001 567 Operational
Individually Prescribed Instruction
Calif., Salinas, Monterey County Supt of Schools
Project Number DPSC-67-3796
EDRS Price MF-$0.50 HC-$3.28 82P

Descriptors: *Elementary School Students, *Grades 1-6, *Independent Study, *Individual Instruction, *Sequential Programs, Demonstration Programs, Diagnostic Tests, Mathematics Curriculum, Reading Programs.

Individualized learning and instruction at the elementary level will be developed in a demonstration program for a three-county area. A feasibility study, based on the individually prescribed instruction (IPI) technique developed at the University of Pittsburgh, will be expanded and continued. Demonstration programs will be established in four K-6 elementary schools. Each child will progress through reading or mathematics curriculum at his own rate and will be allowed to reach the learning objectives stated for him by means of tasks assigned on the basis of his unique abilities. Basic components of the system will consist of--(1) a sequential curriculum stating in behavioral terms what the student is expected to do at each stage, (2) placement tests and diagnostic tests to determine what instruction shall take place and has taken place, and (3) individually prescribed work assignments. The diagnostician and clinician roles of the teacher will be emphasized. Much of a teacher's time will be spent in evaluating pupil records, developing prescriptions, and helping individual pupils in the classroom. IPI may involve occasional small-group and large-group instructions, but for the majority of the time each student will be working by himself on lesson material different from that with which others are working. Control groups will be established at each school for comparative evaluation at the beginning and end of each school year. Approx-

lately 31,341 public and nonpublic elementary students will be served. For further information, contact Bd Coffin, P. O. Box 851, 133 West Market St., Salinas, California 93901. (408) 424-0655. (MC)

64. ES 001 571 Planning
Improvement of a Auding and Scholastic Achievement Through Audio Textbooks
Colo., Craig, Moffat County School Dm 1
Project Number DPSC-67-3285
EDRS Price MF-$0.50 HC-$2.56 64P

Descriptors: *Auditory Training, *Grades 1-6, *Grades 7-12, *Listing Skills, *Programed Texts, *Underachievers, Sciences, Social Studies, Tape Recordings.

A sequential auding, or listening improvement, program will be designed and audio textbooks developed for reluctant readers. A two-pronged attack will be planned to--(1) build an awareness and understanding of auding activities, and (2) develop a useful and meaningful device for students to receive basic information and knowledge of the sciences and social studies. Teachers and administrators from a school district will develop a listening training program for the various levels of interest in grades 1-12 during a 6-week summer workshop. Commerical programs will be selected and adapted for use in selected classrooms at each grade level during the school year. Approximately 325 students with heterogeneous abilities and achievement will participate. Audio text production will be started during the summer workshop. Social studies and science information will be produced on tape and presented to four classes in grades 1, 6, 9, and 11 as a test project. Audio learners who are underachievers in social studies and science will be identified. Identification will be based on criteria developed by the teachers. Participating teachers not involved in the summer workshop will receive inservice training in teaching effective auding at the beginning of the school year. Pre- and post program testing will be used to measure the effectiveness of the initial projects, upon the basis of which recommendations will be made for improvements for a full-scale program. For further infor-ation, contact Dwight Nichols, 1001 Yampa Ave., Craig, Colorado 81625. (303) 824-3443. (MC)

65. ES 001 572 Operational
Improvement of Auding Skills in First Grade Children
Colo., Loveland, Thompson School District R2 J
Project Number DPSC-67-3429
EDRS Price MF-$0.25 HC-$1.28 32P

Descriptors: *Auditory Training, *Beginning Reading, *Grade 1, *Listening Skills.

Planned auding activities will be introduced to improve listening attitudes and auding skills in first grade students. Auditory training will be initiated to--(1) supplement or provide remediation for the regular reading program, (2) identify and strengthen deficient areas in readiness skills, (3) develop classroom procedures and materials to supplant traditional seat work, (4) improve the ability of children to discriminate sounds in words, and (5) provide opportunity for them to hear phonemes correctly pronounced and to relate them to graphemes. During summer workshops teachers will develop curricular equipment, materials, procedures, and plans which will direct first graders into patterns of behavior positively influencing their acquisition of skills by learning to--(1) listen attentively, (2) discriminate between important and unimportant sounds, (3) follow directions, and (4) comprehend oral communication. The program will be tested in one school, where it will be coordinated with prereading and initial reading activities. Control groups of students with equivalent ability will be established. Program effectiveness will be evaluated through pre- and post program testing for progress, placement, and achievement in auding skills. Approximately 400 first grade students will participate in the program. For further information, contact Richard E. Neale, 201 South Lincoln Ave., Loveland, Colorado 80537. (303) 667-6161. (MC)

64. ID 001 561 Operational
Learning Center for the Development of Reading and Communication Potential
Ill., Park Ridge, Township High School Dist 207
Project Number DPSC-67-3128
EDRS Price MF-$0.50 HC-$3.28 83P

Descriptors: *Clinical Diagnosis, *Communication Skills, *Education Service Centers, *Reading Skills, *Remedial Programs, Counseling Services, Dropout Programs, Inservice Teacher Education, Learning Difficulties, Psychotherapy.

An educational services center will be established to prescribe and furnish corrective and remedial training for students experiencing all levels of difficulty in reading and communication. Services ranging from classroom help to a complete multidisciplinary diagnosis will be offered students aged 4-21. The program will include--(1) Diagnostic, remedial, and therapeutic, and corrective services for children and youth with reading and learning disabilities, (2) consultive and inservice training services for school staff to insure the success of the services offered the students, and (3) consultive, individual, and group counseling services for parents of the children involved. During the second year of the

project, an auxiliary program will be developed to bring actual and/or potential dropouts, most of whom are disabled readers, into a work-study situation to prepare them with academic and work skills for earning a living. Teacher-consultants and reading teachers will be placed in selected schools to assist students and teachers. Students with severe difficulties will be given complete differential diagnosis and special therapy at the center. Psychotherapy, perceptual motor training, and development of linguistic skills will be provided in a day school adjacent to the center. Staff conferences on children diagnosed by the center and summer workshops will give inservice training to classroom teachers. Approximately 700 public and nonpublic school students will be served. For further information contact Dr. Stoberd S. Short, Superintendent, Township High School District No. 207, Park Ridge, Illinois 60068. (313) 630-6884. (MC)

02. [illegible] Operational
Preparing the Body to Read
Stas., Canton, Madison County School District
Project Number [illegible]
[illegible] Price [illegible] [illegible] [illegible]

Descriptors: *Disadvantaged Youth, *Educational Facilities, *Grades 1-6, *Grades 7-12, *Learning Readiness, *Physical Fitness, *Psychomotor Skills, Out of School Youth, Self Concept.

A psychomotor skills/physical fitness program will be introduced in a disadvantaged rural area. The program will be based on three assumptions--(1) the dependence of school readiness upon a child's experience with simple motor tasks, (2) the substantial contribution of a child's physical and social well-being to his academic success (3) the advantage of preventing accumulative impairment of physical and social functions rather than rehabilitating or remediating them. At the start of the day the students will be given lessons in directionality, laterality, body image, chalkboard, balance, neuromuscular control, flexibility, jumping, and rolling. The lessons will be conducted to improve self-concept as well as muscular control. Project staff will strive to assure that every child enters his classes clean, fed, and in good health. Gym clothes and shower and sanitation facilities will be provided by the schools since most children come from homes with no running water. A school nurse will conduct a daily health check of each child after the exercise and shower activities, and a midmorning snack will be provided. Academic comparisons will be made on the basis of achievement and readiness tests, and the number of retained students per grade. Nonacademic evaluation will involve statistics on absentee rate, sickness, and accident rate of children. Program activities should encourage some of the out-of-school youth to attend classes in a state where

school attendance is not compulsory. Approximately 1,100 public school students, grades 1-12, will be served. For further information, contact Melvin Day, Box 88, Canton, Mississippi 39046. (201) 859-8010. (DC)

66. [illegible] Operational
Project Class
[illegible], East Orange, Board of Education
Project Number [illegible]
EDRS Price MF-$0.[illegible] HC-$[illegible] [illegible]

Descriptors: *Demonstration Programs, *Inservice Teacher Education, *Middle Schools, *Program Development, *Teaching Methods, Curriculum Development, Individual Instruction, Instructional Materials Centers, Mental Health Programs, Multisensory Learning, Reading, Reading Clinics, Team Teaching.

A middle school program will be developed for a single facility for all children in grades 5-8, using the teacher as an agent for change. Ongoing inservice training and a more relevant curriculum will be used to implement new concepts of school organization, broaden the school climate, and individualize the educational system. Program development will include--(1) individualized instruction, (2) a prescriptive approach, (3) paced learning techniques, (4) a reading clinic, (5) a mental health team, (6) daily teacher team-planning with a curriculum coordinator, (7) videotape for analysis of teaching techniques, (8) teacher-developed curriculum, (9) an instructional materials center, and (10) multisensory approaches. Community resources for enrichment and volunteer services will be used. The use of space, furniture, and hardware will be developed for program implementation. During the first year a demonstration middle school will be operated for 250 students to explore the teaching-learning process and school organization, and to provide training for teachers who will become the nucleus for an expanded project. The expanded project will be operated for a minimum of 3 years with 750 students, after which the program will be extended to include the entire school population of 3,000 students. Consideration will be given to using the school as a setting for interns of the urban teacher training program. For further information, contact Joseph Bongo, 18 Washington Pl., East Orange, New Jersey 07017. (201) 673-0110. (MC)

67. [illegible] Operational
Northeastern New York Center for the Diagnosis and Amelioration of Learning Difficulties
N. Y., Malone, Central School District
Project Number DPSC-67-3699
EDRS Price MF-$0.25 HC-$1.72 43P

Descriptors: *Clinical Diagnosis, *Learning Difficulties, *Remedial Programs, Individualized Programs, Innervice Teacher Education, Parent Education.

Diagnostic and remedial services will be initiated for students with learning difficulties in a predominantly rural three-county area. A center will be established and staffed by a clinical psychologist, a psychiatric social worker, and a reading clinician, with a consulting psychiatrist and a physician on a part-time basis. Public and nonpublic school students and preschoolers with learning difficulties will be referred to the center upon the recommendation of their school, pediatrician, or other qualified persons. Preference will be given to elementary students if the volume of applications is large. Center staff will consult with school officials to ascertain the individual student's problem, previous diagnostic measures, and other additional data. Based on the background information, necessary center services will be provided and the results, with recommendations, made available to the student's school. Individualized and specialized programs will be developed for the student. Followup measures will be taken. A continuing program of education will be conducted for school staff, parents, and members of various interested public and private agencies to ensure implementation of necessary procedures. Innervice programs will be provided to acquaint school staffs with the necessary information for proper screening of candidates for referral and to upgrade individual teacher skills and knowledge in working with these particular student types. Approximately 1,000 children will be served. For further information, contact Donald J. Elliott, Bertson Administration Building, Unione, New York 12053. (314) 483-5100. (MC)

09. SO 001 030 Planning
Project Realization
Ohio, Warrensville Heights, City Board of Educ
Project Number DPSC-67-3350
EDRS Price MF-$0.25 HC-$1.75 40p

Descriptors: *Grades 7-12, *Individualized Curriculum, *Low Achievers, *Self Concept, Attitude Tests, Citizenship Responsibility, Discipline Problems, Dropouts, Parent Conferences.

An individualized curriculum for low achievers will be planned. The special curriculum will be geared to the ability level of students whose I.Q. is 75-90 and will be designed to allow each student success experiences each day. Emphasis will be placed on teaching citizenship responsibilities, basic reading, business mathematics, and language arts. A test program will be established, involving a self-contained sixth-grade class of 15 to 18 low achievers with an I.Q. range of 75-90. The group will have special

[illegible]

[illegible]

[illegible]

[illegible]

Diagnostic and remedial services will be provided by an educational service center with mobile units for a sparsely populated three-county area. Staff assistance will be provided in the areas of reading, speech correction, guidance, psychological services, social work, inservice training, school health programs, other federal projects, and in initiating the development and operation of prototype programs. On-the-spot services will be provided by crews of specialists in two mobile trailer units. Students in grades 9-13, who are at least 3 years below their grade level placement, will be referred to the mobile unit staff by classroom teachers. The staff of specialists will diagnose reading difficulties, provide remedial services, and recommend steps to be taken by school officials and teachers. A high school developmental reading project will be conducted at one high school, available to all students in grades 9-13 on a voluntary basis, to diagnose and improve reading achievement. Inservice training will be conducted for teachers and administrators in such areas as reading instruction, curriculum improvement, and other federal programs. Center staff will develop recommendations for methods, techniques, and materials to be used, both on a group and on an individual basis, to help the teacher and the student in the classroom. Approximately 20,934 public and nonpublic school students, grades K-12, will be served. For further information contact

Ralph Tullis, County Superintendent of Schools, Washington County, 414 Second St., Marietta, Ohio 45750. (614) 373-4450. (MC)

70. [illegible] Operational
Paulding-Van Wert Curriculum Research and Development Center
Ohio, Paulding, County Board of Education
Project Number [illegible]
SDRS Price MF-$0.[illegible] HC-$[illegible] [illegible]

Descriptors: *Curriculum Research, *Grades 1-8, *Grades 7-12, *Reservoir Tender Education, *Student Personnel Services, Freely Sorted Relationship, Home Visits, Language Instruction, Physical Education, Talented Students.

Curriculum research, program development, and reservoir training will be introduced to improve instruction, curriculum, and pupil personnel services in a rural county area. Prototype projects will be conducted in several research areas and implemented on a wider scale if found effective. Seminars will be conducted by consultants in the use of--(1) home handling techniques, (2) handling sections, programmed texts, and educational TV, (3) ability grouping (8) "words in color" and IPA reading programs, and (4) pupil progress reporting. Teachers attending the seminars will discuss the ideas and develop ways of incorporating them into their own classroom situations. Prototype projects will include a visiting teacher program, enrichment for talented students, junior high foreign language instruction, and elementary physical education. Visiting teachers will be employed to improve pupil personnel services relating to attendance, discipline, and home school relations through personal home visits and parent-student conferences. Good books seminars, programmed learning, advanced courses, independent study, and supervised correspondence work will be initiated for talented students. Audiotingual methods and various audiovisual materials will be considered for use by foreign language teachers in junior high. Structured health and physical education/body management programs will be developed for area elementary schools. Approximately 3,470 public and non-public school students in grades 8-12 will be served. For further information, contact R. F. Wettle, County Superintendent of Schools, 105-S South Williams St., Paulding, Ohio 45879. (419) 399-4711. (MC)

71. [illegible] Operational
Adair County Special Education Services Center
Okla., Stilwell, Public Schools
Project Number [illegible]
SDRS Price MF-$0.[illegible] HC-$1.[illegible] [illegible]

Descriptors: *Clinical Diagnosis, *Emotionally Disturbed Children, *Handicapped Children, *Psychoeducational Clinics, *Special Education, Aurally Handicapped, Educable Mentally Handicapped, Visually Handicapped, Remedial Reading, Trainable Mentally Handicapped.

Special education services will be offered on a countywide basis to educationally handicapped students. Children with handicaps will be identified and brought to a center for differential diagnosis, treatment, and follow-up. Psychological services to assess the child's needs will be provided by a diagnostic team of reading and speech specialists, a psychologist, a nurse, and a social worker. Special classes will be instituted for the educable mentally retarded with 50-70 I.Q.s. A full day program, directed by a master teacher, will be provided in an all-purpose classroom at the center for trainable mentally retarded children with 30-60 I.Q.s. Remedial reading programs will be developed for all area schools. Speech therapy will be offered to regular students, to mentally retarded students, and to Indian children who are seriously handicapped in the use of English as a communicative language. Emotionally disturbed children will be treated, with clinical psychological services contracted for special consultation and long-term treatment where indicated. Telebinocular and audiometric tests will be administered to all first grade students near the close of the school year. First grades with vision and hearing impairments will be identified and services developed in these areas. Cooperative use will be made of local resources and surrounding facilities. Approximately 5,750 persons, including 1,000 American Indians, will be served. For further information, contact E. D. Gound, Superintendent of Public Schools, Post Office Box 457, Stilwell, Oklahoma 74960. (918) 778-7475. (SC)

73. SC 001 048 Operational
Improving Learning Through Use of New Techniques Involving Interdisciplinary Approach
Okla., Anadarko, Area Office - Education
Project Number DPSC-67-4358
SDNS Price MF-$0.25 HC-$1.10 JSP

Descriptors: *American Indians, *Audiovisual Aids, *Mathematics, *Reading, *Teacher Workshops, Academic Achievements, Communication Skills, Demonstration Projects, Teacher Techniques.

Secondary teachers from BIA Indian schools will be taught techniques in the use of audiovisual aids and new approaches for teaching reading and mathematics. Teaching skills acquired will be used to stimulate learning and increase achievement in all curriculum areas for culturally deprived students. A 3-

week summer workshop will be held in residence at a local school for 60 teachers from the five participating schools. Demonstration classes of approximately 15-20 students will be conducted daily by seven teachers. Students and elementary and secondary teachers will work under the close supervision of consultants from a nearby college. New teaching-learning designs, involving the use of technological equipment, will be demonstrated to alert teachers and students to new ideas and ways of learning. During the following school year each teacher will select the new ideas and designs best suited to his students' needs for developing reading and communication skills to try out in his classroom. Standard achievement tests, teacher-constructed tests, and teacher observation will be used to determine student progress. Evaluation, consultant services, and inservice training sessions will be continued during the school year. Approximately 800 American Indian students ([illegible]) in grades 1-12 will be served. For further information, contact Dr. Carl Marburger, 1951 Constitution Ave., N.W., Washington, D. C. 20242. (202) 343-2134. (MC)

79. ED 001 [illegible] Operational
"Eyes Have They, But They See Not." Psalms 115, Verse 5
R. I., West Warwick, School Department
Project Number DPSC-67-3130
EDRS Price MF-$0.25 HC-$1.40 40P

Descriptors: *Grades 1-6, *Perceptually Handicapped, *Visual Perception, *Visually Handicapped, Curriculum Development, Identification, Inservice Teacher Education, Mobile Educational Services.

Visual perceptual evaluation will be made of all students in grades 1-6 from public and nonpublic schools in an urban area. Six optometrists working at six stations will combine their efforts to process each child through each stage of the evaluation. A mobile self-contained laboratory will be developed to house the equipment and personnel necessary to perform a visual perceptual evaluation. Children with vision or visual perceptual dysfunctions will be identified. Determination will be made of the relationship of the findings to effects on language arts, conceptual thinking, reading, writing, spelling, and generalized academic performance. Selected case studies will be pursued. The effectiveness of present curriculum methodology will be assessed in terms of strengths and weaknesses of individual students. A continuous process of teacher assessment, evaluation, and reevaluation will be instituted. An inservice training program for teachers and guidance counselors will be implemented to provide new techniques in working with children having visual perceptual impairment. Specific curriculum and materials will be developed to teach compensatory techniques to visually/perceptually impaired children without isolating them from the mainstream

of education. The training of visual perceptual awareness prior to the stage of reading readiness will be explored. Approximately 3,000 student will be served. For further information, contact Dr. Howard B. Coleman, 438 Pawtucket Ave., Rumford, Rhode Island 02916. (401) 434-3700. (MC)

74. ES 001 008 Planning
Proposal for the Planning of a Comprehensive Pupil Personnel Services Program
Tex., San Antonio, North East Independ Scho Dist
Project Number DPSC-67-3037
EDRS Price MF-$0.25 HC-$1.04 41P

Descriptors: *Data Processing, *Grades 1-6, *Grades 7-12, *Guidance, *Program Planning, *Student Personnel Services, Dropouts, Homebound Children, Kindergarten, Library Services, Post High School Guidance, Preschool Children, Resource Center, Teacher Aides.

Student personnel services will be planned for an urban/rural area. The following need areas will be studied--(1) guidance and counseling services for 3-, 4-, and 5-year old children and their parents, to provide early identification of problems, (2) a kindergarten program to serve as a model for the district, (3) guidance and counseling services for high school graduates, homebound pupils, and dropouts, to provide career guidance, a placement bureau, and counseling in problems of adjustment for the homebound, (4) a reading guidance program in the elementary school library, (5) a pupil research/resource center to provide audiovisual aids and programmed materials to high school students pursuing programs of independent study or remedial work, (6) data processing services to provide input for curriculum improvement and to develop material for use with pupils and parents, and (7) teacher aide utilization program to determine the types of activities in which the nonprofessional can participate. Projected professional personnel needs will include--(1) a data processor and analyst, (2) an educational analyst, (3) an educational writer, (4) a school social worker, and (5) a school psychologist. Approximately 33,272 public and nonpublic school students, preschool children, high school graduates, and dropouts will be served. For further information, contact Dr. James Forester, North East Independent School District, Route 13, Box 482, San Antonio, Texas 78209. (512) 655-4210. (DC)

75. ES 001 063 Planning
Community-School Study Centers
W. Va., Webster Springs, Webster County Bd of Educ
Project Number DPSC-67-3196
EDRS Price MF-$0.25 HC-$1.32 33P

Descriptors: *Cultural Awareness, *Grades 1-6, *Grades 7-12, *Libraries, *Neighborhood Centers, *Recreational Reading, *School Community Programs, Disadvantaged Youth, Interagency Planning.

A school-community study center will be planned to serve an isolated rural area with no public libraries or cultural facilities. A planning committee, guided by consultants from the state university, will be formed to fuse community, school, and civic resources into a unified center. Surveys and studies will be conducted to--(1) inventory present library equipment and cultural resources of the county, (2) determine an adequate level of resources to satisfy the educational and cultural needs of the area, (3) evaluate available resource materials, (4) identify possible sites for the center and projected student participation, (5) fuse financial sources, such as Title I and II, to avoid duplication, and (6) develop methods for leading students and adults into reading and cultural experiences. A test project, entitled "Experience with Paperbacks," will be conducted in two areas. All students will be provided with a free subscription to a paperback book club. Students will be allowed to select and keep the books. Another test project will involve the conversion of five neighborhood centers in disadvantaged areas into reading centers. Paperback books will be provided for circulation in each center. Approximately 3,205 public school students, grades 1-12, will be served. For further information, contact Alva Jones, Sr., Superintendent, 327 River Dr., Webster Springs, West Virginia 26288. (304) 847-5638. (DC)

76. ED 031 666 Operational
Exemplary Programs of Pupil Services in Small Towns and Rural Areas
Wis., Waupun, Coop Educ Service Agency 13
Project Number DPSC-67-3204
EDRS Price MF-$0.75 HC-$5.40 135P

Descriptors: *Cooperative Programs, *Specialists, *Student Personnel Services, Case Studies (Education), Curriculum Development, Demonstration Projects, Student Behavior.

Pupil personnel services will be developed by a cooperative agency for school districts in a predominantly rural three-county area. Demonstration projects will be conducted to provide exemplary services and to serve as a stimulus for local initiative in providing these services. A team or unit approach will be used, with the agency having complete initial responsibility and local responsibility assumed in stages. Two school districts will be selected and served by teams of specialists, including school psychologists, school psychometrists, social workers, counselors, reading specialists, substitute teachers, consultants,

and support personnel. Substitute teachers will release local classroom teachers for consultation with the specialist team and for participation in case conferences. In addition, the substitute teacher will report on general classroom conditions in the local district. Concentrated services and followup will be provided, based on pupil needs and teacher referrals which have been analyzed by pupil personnel and health specialists from all disciplines. An additional team of specialists will provide services throughout the agency as needed. A resource and development unit will also be employed to include behavioral research and curriculum development specialists and a director of pupil services. Approximately 44,313 public and nonpublic school students in grade K-12 will be served. For further information, contact Dr. Philip A. Perrone, 400 Babcock Dr., Madison, Wisconsin 53706. (608) 262-3901. (MC)

77. ES 001 691 Operational
Establishment of an Exemplary Elementary School
Ind., Bloomington, Metropolitan School Corporation
Project Number DPSC-67-4077
EDRS Price MF-$0.50 HC-$3.16 79P

Descriptors: *Demonstrations (Educational), *Flexible Progression, *Flexible Scheduling, *Grades 1-6, *Grouping (Instructional Purposes), *Individualized Curriculum, Curriculum Development.

A model elementary school will be established to demonstrate total educational improvement and to emphasize individual instruction. Students will be flexibly grouped into one of three instructional divisions--(1) primary division for ages 5-8, (2) middle division for ages 8-10, and (3) upper division for ages 10-12. Constant regrouping will occur as individual needs of students become apparent. Students will move between divisions whenever they are ready for more advanced learning. Teachers will be assigned flexibly to capitalize on their individual strengths. Flexible scheduling will be planned to allow for late afternoon enrichment activities. Parent-teacher relationships should be strengthened through monthly meetings to discuss individual and group problems. New methodology will be introduced, such as--(1) a new system of evaluating pupil progress to replace standard report cards, (2) early childhood education to stress self-concept development and to allow mature 5-year-olds to progress to more advanced programs, (3) a diagnostically-oriented reading program, (4) a social studies program to produce a spiral of cumulative learning, (5) a process-oriented science program, (6) a mathematics program to stress concept development, (7) new health and physical education programs to develop psychomotor skills, and (8) art and music enrichment activities. Approximately 856 public school students will participate. For further information, contact Ronald E. Walton, Superintendent, 441 South College Ave., Bloomington, Indiana 47401. (812) 332-9228. (DC)

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78. ES 001 704 Operational
Joint Head Start-Taos Primary Language Program
N. Mex., Albuquerque, Bureau of Indian Affairs
Project Number DPSC-67-4424
EDRS Price MF-$0.25 HC-$1.32 33P

Descriptors: *American Indian Languages, *Beginning Reading, *English (Second Language), *Grades 1-6, *Phonemic Alphabets, *Primary Education, Bilingualism, Cross Cultural Training, Ethnic Relations.

A phonemic script will be used to teach American Indian children to read both in their native language and in English. The devised script will be entirely independent of the Roman alphabet to avoid confusion of phonemes with English spellings. Entering first grade students, who have had 2 years of verbal training in both English and their native language through the Head Start Program, will be drilled in the sound values of both languages using the phonemic script. Simple stories will be read by an Indian teacher aide in the native language. When the children are familiar with the story, they will read the same story in Indian with a bilingual text using the phonetic symbolism. After the story has been mastered in Indian, it will be repeated in English. The student will thus be able to understand both languages within the same phonetic system. The Roman alphabet will be introduced in the second grade, with the phonemic script used interlinearly to aid in learning the sound value system. Knowledgeable Indian people will be brought to the classes to give the children a realization of their own values and culture. Staff personnel will strive to attain greater tribal recognition and support for the role of the school in Indian life. Approximately 117 primary and preschool Indian children (BIA) will be served. For further information, contact Dr. Carl Marburger, Assistant Commissioner (Education), Bureau of Indian Affairs, 1951 Constitution Ave., N. W., Washington, D. C. 20242. (202) 343-2175. (DC)

79. ES 001 710 Operational
Application for a Pilot-Operational Grant to Followup a Funded Planning Grant for the Neshaminy Reading Team Program
Pa., Langhorne, Neshaminy School District
Project Number DPSC-67-3833
EDRS Price MF-$0.50 HC-$2.80 70P

Descriptors: *Developmental Reading, *Grades 7-12, *Interdisciplinary Approach, *Junior High Schools, *Team Teaching, English, Inservice Teacher Education, Mathematics, Parent Participation, Reading Difficulty, Sciences, Social Studies, Talented Students.

A developmental reading program in science, social studies, mathematics, and English, using an interdisciplinary team approach, will be tested in grades 7-9 at a suburban junior high school. The program will be designed to demonstrate to teachers, administrators, and guidance counselors that all junior high students, including the academically talented, have need for developmental reading instruction in each of their subject areas. Reading team subject-area teachers will be prepared through inservice training to--(1) provide reading instruction for seriously handicapped readers and for academically talented students, (2) coordinate reading instruction with the teaching of subject content, and (3) develop instructional materials. Each team of four teachers will be assigned to the same classes--two classes of talented students and two classes of handicapped readers. The students will continue in the program for 3 years. Evening sessions will be held for parents of handicapped readers to enable them to participate in the teaching-learning experiences of their children. Consultant services will be used to develop the reading program and materials, and to develop evaluative procedures. An orientation program will be conducted for special subject and foreign language teachers to extend the effectiveness of the integrated reading team approach. Approximately 4,753 junior high students will be served. For further information, contact Mrs. Clara D. Milner, Carl Sandburg Junior High School, Levittown, Pennsylvania 19056. (215) 757-6901. (MC)

80. ES 001 713 Operational
Independent Study in Literature
Pa., Conneaut Lake, Area School District
Project Number DPSC-67-4100
EDRS Price MF-$0.25 HC-$1.60 40P

Descriptors: *Demonstration Projects, *Grades 7-12, *Independent Study, *Literature Programs, *Superior Students, Teacher Workshops, Underachievers.

An independent study program in English literature will be established for superior secondary students in a rural area. Independent study will also be offered to underachievers who are not working to capacity in traditional classrooms. A seminar-workshop in independent study methodology will be conducted for interested teachers. One school will be used as a demonstration center, with visual and auditory facilities for observers. A doctoral candidate will be engaged to design academically accepted procedures for evaluating independent study in literature. The program should help reduce the college dropout rate among rural students and should provide academic challenges to superior students without the necessity of additional staff or expenditures. The districts do not have a sufficient number of able students

to merit an advanced placement program at the high school level. Approximately 300 public and nonpublic school students, grades 7-12, will be served. For further information, contact Alan Wolf, R. D. 1, Conneaut Lake, Pennsylvania 16316. (814) 382-2011.

81. ES 001 718 Operational
Speed II - Summer Program for Enrichment and Educational Development
Va., Abingdon, Washington County School Board
Project Number DPSC-67-4142
EDRS Price MF-$0.50 HC-$4.24 106P

Descriptors: *Basic Skills, *Enrichment Activities, *Grades 1-6, *Kindergarten, *Nongraded System, *Summer Programs, Disadvantaged Youth, Gifted, Inservice Teacher Education, Mathematics, Reading, Slow Learners.

A summer school program of enrichment and basic educational skills for grades K-7 will be offered in a disadvantaged rural area. Three centers will be established in neighborhood schools, each center scheduling students in one of two blocks--a primary block for ages 5-9 and an intermediate block for ages 9-13. The dual program will include--(1) instruction in essential reading, language arts, and mathematics skills, and (2) enrichment activities in music, art, physical education, and field trips. A week of inservice training will precede the opening of summer school. A kindergarten curriculum will be designed and tested, since the area presently has no public school kindergarten program. The summer school program will be opened to students of diverse abilities and socioeconomic backgrounds to--(1) provide challenges to gifted students, and (2) offer success experiences to slow learners. Comparative data will be gathered on attendance patterns and grade failures among summer students and regular school year students. Implementation of a continuous progress plan in the elementary school during the school year will be considered. Approximately 1,200 public school students, grades K-7, will be served. For further information, contact Richard G. Wright, Abingdon, Virginia 24210. (703) 628-7157. (DC)

82. ES 001 722 Operational
Creating Awareness of Learning Potential in Discouraged Students
Wash., Vancouver, School District 37
Project Number DPSC-67-3860
EDRS Price MF-$0.25 HC-$1.32 33P

Descriptors: *Grade 10, *Grade 9, *Low Achievers, *Self Actualization, *Self Concept, *Self Evaluation, Academic Achievement, Communication Skills, Curriculum Development, Inservice Teacher Education.

A classroom atmosphere will be developed in which low-achieving students can individually discover their potential for learning. Students will be given freedom to find themselves, to assess their own levels of achievement, and to set and work toward their own goals. The program will be designed to show the effectiveness of the nondirective teaching method in maintaining student interest, in building student skills, and in providing better transition from school to the world of work. Emphasis will be placed on the understanding of each student's needs and on providing the necessary elements for his success. A total of 120 students in grades 9-10 will be selected for experimental and control groups on the basis of tests, grades, and teacher recommendation. A continuing curriculum will be designed so that students, once entered in the program, may continue in it until graduation. Improved communication skills will be stressed through the development of basic reading, writing, and listening skills to help the student effectively relate to teachers and others. The teacher will make available to the student equipment, materials, study guides, suggested assignments, goals, and methods of assessment, but the responsibility for learning will be on the student. Inservice training will be conducted for better teacher understanding of the underachieving student. Participation in the program should improve the student's individual and social adjustments and provide each student with a realistic self-concept. For further information, contact Robert C. Bates, 605 North Devine Rd., Vancouver, Washington 98661. (206) 693-1401. (MC)

83. ES 001 732 Operational
Individualized Diagnostic Curriculum in Reading and Mathematics
Dept of Defense, US Dependents Schs-European Area
Project Number DPSC-67-4463
EDRS Price MF-$0.25 HC-$1.28 32P

Descriptors: *Diagnostic Tests, *Grade 5, *Grade 6, *Individualized Curriculum, *Instructional Materials, *Mathematics, *Reading, Inservice Teacher Education, Nongraded System.

The individualization of skill development in reading and mathematics will be introduced in grades 5 and 6 of two elementary schools. A model curriculum using nongraded, diagnostic-prescriptive individualized methods will be tested for possible extension and use in overseas government dependent schools. The analysis of the individual child, including his general achievement pattern in the two academic areas, his unique variations within the total pattern, and his variable growth rates, will be reflected in overall and subtests. Pertinent job corps curriculum, containing standard elementary instructional materials in graduated steps of cumulative difficulty, will be studied and modified as required to meet the needs of the government dependent school system. New instructional materials will be prepared

by senior educators familiar with ungraded, diagnostic-prescriptive curriculums and with the implementation of curricular changes. Seminars will be conducted to instruct participating teachers in the fitting of the child, based on analysis and diagnosis, to the appropriate place in the sequentially devised instructional materials. Major problems involved in implementation of the program will be identified and solutions recommended. Materials will be revised, based on teacher experience, student learning and response, and evaluation by project staff. Approximately 400 fifth and sixth grade students will participate in the program. For further information, contact Dr. Joseph Mason, Superintendent, APO 09164 N. Y. (MC)

84. ES 001 741 Operational
Individual Prescribed Instruction--(Project EDINN - Project for Educational Innovation).
Calif., Salinas, Monterey County Supt of Schools
Project Number DPSC-67-3100
EDRS Price MF-$0.25 HC-$2.16 54P

Descriptors: *Computer Assisted Instruction, *Grades 1-6, *Individual Instruction, * Mathematics, *Reading, *Sequential Learning, Disadvantaged Youth, Slow Learners, Teacher Role, Team Teaching.

Individually prescribed instruction (IPI) in reading and mathematics will be offered to elementary students in a semirural area. Individual learning patterns, aptitudes, and abilities will be tested and assessed, and sequences of learning tasks planned according to each child's individual goals and skill requirements. Selected teaching aids which fit the child's style of learning will be used, and his progress will be checked and guided on a daily basis. The computer-aided individualized learning program will allow for variance in the amount of time and practice a student takes to master a given instructional subject. The role of the teacher will be changed to that of a diagnostician and director of learning. Particular attention will be given to the learning patterns of slow learners from low socioeconomic backgrounds and to the special needs of Mexican-American, Negro, and migrant farm worker children. The project will be tested in four elementary schools at various grade levels. Students will participate in the IPI program for 60 minutes each day. Responsibility for preparation of student prescriptions will be shared by a teaching team in each school. The team will meet once weekly to discuss the progress and problems of each student. Evaluation will be based on student behavioral changes as compared with a control group. Approximately 1,874 public school students, grades 1-6, will participate in the test project. For further information, contact Ed Coffin, Superintendent of Schools, P. O. Box 851, Salinas, California 93901. (408) 424-0655. (DC)

85. ES 001 760 Operational
Utilization of Paraprofessional Personnel in Intensive Remedial Reading
Ind., Hammond, School City of Hammond
Project Number DPSC-67-4277
EDRS Price MF-$0.25 HC-$1.32 33P

Descriptors: *Junior High School Students, *Remedial Reading, *Self Concept, *Small Group Instruction, *Teacher Aides, Control Groups, Parent Participation, Teacher Workshops.

Remedial reading will be offered to junior high school students in a metropolitan area. Twenty paraprofessionals will be employed to assist in the small group instruction of disabled readers. Classes will consist of five pupils, with instruction in two 30-minute periods per morning. The first period will involve working with students' assignments in the various subject matter fields. Emphasis will be placed upon learning vocabulary and concepts to produce immediate improvement in classroom functioning. The second period will feature traditional remediation techniques and materials. Students will be randomly assigned to one of four groups. Some will receive 3 hours per week of instruction, and others will receive 5 hours. Half the students will be instructed for one semester, and the other half for 1 year. Control groups will be maintained, and will include both inner city and suburban students. Parental involvement will be stressed. The program will be aimed at the moderately disabled reader who is having difficulty in the transition from the self-contained elementary class to the departmentalized junior high program. Remedial instruction should help the student to develop a better self-concept and to proceed more rapidly under his own motivation. Summer inservice training sessions with practicum experience will be offered to five language arts teachers and 20 participating paraprofessionals. Approximately 700 public and nonpublic school students will be served. For further information, contact William Lutton, 5935 Hohman Ave., Hammond, Indiana 46320. (219) 932-5700. (DC)

86. ES 001 790 Operational
Project to Provide New Motivation for Reading Through Library Services in Overcrowded Elementary Schools
Mo., St. Louis, City Board of Education
Project Number DPSC-67-3076
EDRS Price MF-$0.25 HC-$1.92 48P

Descriptors: *Decentralized Library Systems, *Grades 1-6, *Inner City, *Library Specialists, *Mobile Educational Services, *Volunteers, Disadvantaged Youth, Reading Interests, Student Motivation.

Library services will be offered to disadvantaged elementary school children in 10 overcrowded inner city schools with no space available for a traditional library. The school library collection will be located in empty storage rooms and displayed at ends of corridors. Volunteers will be engaged to bring books at the proper reading difficulty/interest level to each classroom on a cart. The volunteers will confer frequently with students and teachers to develop an intimate knowledge of each student's reading interests. Three itinerant librarians will each be assigned to two or three schools. Clerks will be employed to maintain the collections and order materials. A central library services center will be established to house a core collection of general reference works and special bibliographic materials. Facilities will be provided for the technical processing of books, so that completely processed library books will be delivered to the schools. An electronic data processing program will be established to provide uniformity and consistency in materials classification. A union list will be maintained. A model elementary library will be set up to enable volunteers and teachers to observe library services and participate in library activities. Areas will be provided for story telling and oral reading. Inservice and preservice training will be offered. Approximately 9,000 public and nonpublic school students, grades K-6, will be served. For further information, contact Conrad Eriksen, Jr., Harris Teachers College, 3026 Laclede Ave., St. Louis, Missouri 63103. (314) 531-7390. (DC)

87. ES 001 803 Operational
Weehawken Linguistics - Language Arts Project
N. J., Weehawken, Board of Education
Project Number DPSC-67-3014
EDRS Price MF-$0.25 HC-$0.92 23P

Descriptors: *Applied Linguistics, *Communication (Thought Transfer), *Creativity, *Expressive Language, *Grades 1-6, *Language Arts, Inservice Teacher Education, Reading Processes.

An expanded language arts program will be offered to primary school children in a metropolitan area. Concepts of structural and transformational linguistics will be synthesized to provide teachers with more effective techniques and materials in the teaching of language. Inservice education in linguistics will be offered to teachers in cooperation with a nearby university. Emphasis will be placed upon the positive development of children's ability to use language rather than upon traditional grammatical analysis. Use of linguistics concepts, such as test sentences, signal words, and simple patterns, will be stressed over semantic identification of parts of speech. Teaching on the basis of simple structures in basal reading will be emphasized. Children will be encouraged to practice the language arts in a natural, cyclical fashion,

proceeding from speaking, to writing, and to reading their own writings. Further versatility in communication will be fostered through use of realia, instead of traditional workbooks, and of analogous projects such as class newspapers. Teachers will strive to motivate the children to achieve grammatical self-exploration and creativity, and errors will be ranked according to their effect in impeding communication. The project will be tested in grades 1-3 of one school with a heterogeneous school population. Approximately 290 public school students, grades 1-3, will be served. For further information, contact Mrs. Jeanette Alder, Elementary Supervisor, Webster School, Palisade Ave. and Angelique St., Weehawken, New Jersey 07087. (201) 867-0335. (DC)

88. ES 001 818 Planning
Regional Educational, Cultural Services Center
Okla., Seiling, Public Schools
Project Number DPSC-67-3401
EDRS Price MF-$0.25 HC-$2.32 58P

Descriptors: *American Indians, *Education Service Centers, *Grades 1-6, *Grades 7-12, *Interagency Coordination, *Regional Planning, *Remedial Programs, Dropouts, Gifted, Student Needs, Underachievers.

A regional educational services center will be planned to study the educational needs of rural communities. Project staff will strive to develop a stimulating program that will adequately motivate students from diverse cultural backgrounds to higher goals. Particular attention will be given to the needs of Indian children, and new methods, conducive to motivating Indian children, will be studied. Advisory committees will be formed in each school district, with a wide representation from individual schools, other cultural agencies, businessmen, farmers, and public planning agencies. Education programs designed to alleviate the following problems will recieve priority--(1) the continued high dropout rate, especially among Indian students, (2) students who come to school with open wounds, infection, hair lice, and body odors, (3) low scores in reading and mathematics and standardized achievement tests, (4) new programs to challenge gifted students, and (5) a special curriculum for the underachiever. A prototype program will be established, aimed at early identification of social, mental, and/or physical problems which interfere with the school success of elementary school students. In a summer remedial program, low achievers in grades 2-5 will be exposed to various experiences and ways of thinking to improve their school performance and their self-concept. Approximately 16,243 public school children, grades K-12, will be served. For further information, contact Sherrill W. White, South Elm St., Seiling, Oklahoma 73663. (405) 922-3421. (DC)

89. ES 001 835 Operational
Exemplary Junior High School
Tex., San Angelo, Independent School District
Project Number DPSC-67-3399
EDRS Price MF-$0.75 HC-$5.36 134P

Descriptors: *Flexible Scheduling, *Grades 7-12, *Grouping (Instructional Purposes), *Resource Centers, *School Design, *Team Teaching, Independent Study, Learning Laboratories.

A demonstration junior high school will be established in a metropolitan area. A new building will be constructed to demonstrate flexible planning opportunities for groups of all sizes. Approximately one-third of the school population will consist of minority group children with low socioeconomic background, one-third middle class background, and one-third upper class socioeconomic level. Teaching teams will be organized in each subject area, and each team will have an assigned team chairman. Four types of instruction will be offered--large group, small group, independent study, and special laboratory instruction, using music practice rooms, a language laboratory, a science research laboratory, and a vocational shop. Flexible scheduling will be implemented through a daily demand schedule, so that teachers will be able to control time schedules. The role of the paraprofessional will be expanded. A learning mall/resource center will be created and will remain open for individual study after school and during the summer. The resource center will include audio notebooks, microfilm readers, daily demand schedule packages, a language laboratory, 8mm film loops, previewers, tape recorders, controlled readers, electric calculating machines, a digital computer kit, a lapidary shop, plant growth chambers, and various programed instructional materials. Approximately 900 public school students, grades 7-9, will be served. For further information, contact John L. Givens, 244 N. Magdalen, San Angelo, Texas 76901. (915) 655-5741. (DC)

90. ES 001 839 Planning
Planning a Demonstration Center for the Training of Teachers and Other Educational Personnel in an Individualized Learning Concept in Grades K-6
Tex., Houston, Cypress-Fairbanks Independ Sch Dist
Project Number DPSC-67-4102
EDRS Price MF-$0.25 HC-$0.96 24P

Descriptors: *Demonstration Programs, *Grades 1-6, *Individual Instruction, *Inservice Teacher Education, *Preservice Education, *Teaching Techniques, Change Agents, Cultural Enrichment, Instructional Materials, Nongraded System, Physical Facilities, Resource Staff Role, Team Teaching.

A demonstration center will be planned for pre- and inservice teacher training in the individualization of instruction for school districts and universities in a metropolitan area. Model educational programs will be created, demonstrated, and implemented for teacher observation and practice. Demonstrations will include--(1) the structural design of an elementary school designed specifically for individualized learning, (2) modern curriculum materials in reading, inquiry training, mathematics, and social science, (3) nongraded programs, team teaching, and an individualized learning program for grades K-5, (4) cultural enrichment activities, (5) laboratory training of teachers as potential change agents, and (6) the roles of resource center personnel (librarians), teacher aides, and multimedia personnel in support of the program. Training programs will be organized in various formats to be determined by surveys of participating agencies, with consideration given to cooperative arrangements for college credit for participating teachers and teacher-trainees. Teachers, administrators, college, and university personnel will write curriculum materials applicable to the individualized concept and programs for the various hardware found significant. Approximately 18,000 classroom teachers, 3,000 trainees, and 406,000 students will be served. For further information, contact Thomas S. Hancock, Superintendent, Cypress Fairbanks Independent School District, P. O. Box 40040, Houston, Texas 77040. (713) 462-2677. (MC)

91. ES 001 840 Operational
Project Comprehensive
Tex., Denton, Independent School District
Project Number DPSC-67-4338
EDRS Price MF-$0.75 HC-$5.64 141P

Descriptors: *American History, *Child Development Centers, *Curriculum Development, *Dramatics, *Music, *Science Programs, Atomic Theory, Clinical Diagnosis, Mobile Educational Services.

Educational improvement will be initiated by a regional center through a six-component program for a six-county area. A child development laboratory will be established to diagnose the learning difficulties of children in a 30-mile radius. Professional services will be provided in the areas of reading, speech/hearing, and counseling, using a team approach. Four mobile units will be used for diagnostic purposes. Therapy will be provided at the center and training conducted for teachers. A science demonstration mobile unit will bring a program on the use of atomic energy in peaceful industries and businesses to 160 secondary schools. A test project will be conducted in the teaching of American history at one high school, using student participation in curriculum planning. An experimental project, providing background music in a total school program, will be

tested in one school system to determine its value in improving academic excellence. A fine arts program in music education will be offered in eight secondary schools with performances by professionals in concerts, singing, and opera. A theater program will be provided for students in eight elementary schools in which a university drama workshop will present dramas prepared especially for children. Programs will be expanded in following years to further enhance academic excellence and cultural uplift in the area. Approximately 45,827 students will be served. For further information, contact Dr. William A. Miller, Jr., P. O. Box 5327, North Texas Sta., Denton, Texas 76203. (817) 387-5171. (MC)

92. ES 001 842 Operational
Central Utah Project on Individualization of Instruction
Utah, Provo, City School District
Project Number DPSC-67-2825
EDRS Price MF-$0.50 HC-$2.92 73P

Descriptors: *Behavior Change, *Experimental Programs, *Grades 1-6, *Grades 7-12, *Individualized Curriculum, *Programed Materials, *Student Needs, Elementary Science, English Instruction, Modern Mathematics, Reading Improvement.

Methods of individualizing instruction, using published and devised programed materials and organized behavioral programs, will be studied for use in an urban/rural area. Behavioral patterns of children in grades K-3 will be observed and evaluated to identify individual needs. When the needs have been identified, a team of specialists will program specific guidelines with the intent of changing behavior. Detailed case studies will be kept to record changes in behavior, and when prolonged help is needed, a longitudinal approach will be used. A 3-day workshop, including 79 teachers of grades K-3, as well as a psychologist, social workers, and consultants will be held to devise an instrument to help in identifying needs of children. Four experimental projects will be organized to measure the effectiveness of programed materials and their usefulness in meeting individual needs of older students. Fourth grade students will be offered a "learning in science" course. "A programed unit in modern mathematics" will be the course for grade 6. In the junior high schools "individualized English" will be used in the experiment, and "steps to better reading" will be offered in the senior high schools. Participating schools will be chosen at random, with experimental and control groups selected from the same school. Preservice candidates from a nearby university and teacher interns will participate. Approximately 3,550 public and nonpublic school students, grades K-12, will be served. For further information, contact Ray D. Warner, Curriculum Director, Provo City School District, 280 West 940 North, Provo, Utah 84601. (801) 373-6301. (DC)

93. ES 001 861 Operational
Broader Visions
Ky., Louisville, Board of Education
Project Number DPSC-67-4723
EDRS Price MF-$0.25 HC-$1.12 28P

Descriptors: *Cultural Enrichment, *Grades 1-6, *Grades 7-12, *Inner City, *Neighborhood Centers, *Remedial Instruction, *Summer Programs, Community Resources, Day Care Services, Job Skills, School Community Programs, Teacher Aides, Work Experience Programs.

Public school buildings will be operated as neighborhood centers during the summer months for disadvantaged Negro children in an inner city area. A three-pronged program will be planned, and neighborhood aides will be employed. Through a remedial and enrichment program, high school students will be offered vocational training, as well as remedial reading instruction. Elementary students will be given small group instruction in the basic skills, as well as enrichment experiences in choral and instrumental music, physical education, and art. Field trips, concerts, and special assembly programs will be provided for all students. Special education opportunities, including camping experiences, will be offered to handicapped children. A school-community program of education and recreation, including swimming, day camping, tutoring services, and family counseling, will be provided for both students and adults. An extension program will be planned. A day care center will be established to start the early formal education of disadvantaged children and release their parents for employment of self-improvement activities. Using the services of a work coordinator, the project director will cooperate with private firms to place eligible teenagers in internship positions leading to full-time employment. The project director will contract with local resource personnel--speakers, performing groups, and selected professional personnel--to conduct enrichment experiences. Approximately 9,050 students, grades K-12, and adults will be served. For further information, contact Samuel V. Noe, 506 West Hill St., Louisville, Kentucky 40208. (502) 634-3611. (DC)

94. ES 001 869 Operational
Sustained Primary Program for Bilingual Students
N. Mex., Las Cruces, School District 2
Project Number DPSC-67-3758
EDRS Price MF-$0.50 HC-$3.28 82P

Descriptors: *Bilingual Students, *English (Second Language), *Grades 1-6, *Kindergarten, *Mexican Americans, *Nongraded Primary System, Instructional Materials, Self-Concept, Teacher Aides.

A bilingual instructional program will be designed for Spanish-speaking students in grades K-3. Through the use of Spanish in the instruction program, children will be helped to --(1) develop verbal skills in both languages, (2) gain conceptual proficiency, and (3) improve their self- concept and gain pride in their bicultural background. A 200-day school year will be instituted, to prevent language skills regression during summer vacations. Weekly home visits will be conducted to encourage parents to participate more actively in the educational processes of their children. Two instructional programs will be offered to groups of Spanish-speaking children in four schools. A control group will be instructed using the traditional English-only curriculum. For the experimental group, a completely Spanish-spoken program will be offered to entering kindergarteners, who will progress into English during the year. First grade children will be taught to read and write in the spanish language during the morning. In the afternoons they will receive instruction in English as a second language. Spanish-speaking young men will be employed as teacher aides. The K-3 program will be nongraded. Emphasis will be placed on helping students to become thoroughly proficient in both languages. Instructional materials in Spanish will be procured or translated. Program evaluation will be concerned with overall academic achievement-improvement among Spanish-speaking children. Approximately 240 Mexican-American students will participate. For further information, contact J. K. Southard, 301 West Amador, Las Cruces, New Mexico 88001. (505) 524-2894. (DC)

95. ES 001 873 Operational
Preamble - Project to Enrich, Amplify, Mobilize, Broaden, and Levitate Education
N. C. Goldsboro, Wayne County Board of Education
Project Number DPSC-67-2847
EDRS Price MF-$0.50 HC-$4.24 106P

Descriptors: *Audiovisual Aids, *Communication Skills, *Enrichment Programs, *Grades 1-6, *Inservice Teacher Education, *Language Arts.

Compensatory education enrichment will be provided by a resource center to schools in a countywide area. Emphasis will be placed on--(1) improving student competencies in the language arts areas, (2) enhancing cultural experiences through the integration of multimedia into the instructional program, (3) increasing teacher competencies, knowledge, and understanding in the teaching of the language arts--reading, listening, speaking, and writing, (4) upgrading the general cultural level of teachers, (5) acquainting teachers with new instructional techniques for application to the language arts, and (6) supplementing the

traditional approach to instruction with team teaching ungraded programs, and other methods of individualizing instruction and stimulating student progress. Library and reading readiness programs will be expanded. Films, filmstrips, recordings, and other media will be integrated into the curriculum to a greater extent to improve cultural experiences and create in students a readiness and desire to achieve in the language arts area. Additional staff will be employed to release elementary classroom teachers, grades 1-6, 2 hours a week for planning purposes. Five language arts specialists will conduct seminars for 251 elementary teachers of grades 1-6. Each teacher will attend a 2-hour inservice course immediately after school hours each week during the school year. Instruction will include general language arts seminars and demonstration teaching, leading to the implementation of techniques in the classroom. Approximately 16,309 students will be served. For further information, contact W. C. Sanderson, Director, Title III, ESEA, P. O. Drawer 27, Goldsboro, North Carolina 27530. (919) 735-4331. (MC)

96. ES 001 878 Operational
To Establish and Operate a Resources Center for Inservice Training for School Personnel Working with Educationally Deprived Children.
Okla., Tulsa, Independent District 1
Project Number DPGC-67-3135
EDRS Price MF-$0.25 HC-$1.00 25P

Descriptors: *Demonstration Centers, *Disadvantaged Youth, *Inservice Teacher Education, *Instructional Materials Centers, *Preservice Education, Specialists.

Inservice training will be conducted by a demonstration and resource center to improve the quality of instruction for educationally and culturally disadvantaged low-achieving students in central city schools. Students attending school at the center will be used in demonstration classes to provide observation and participation opportunities. Activities at the center will include--(1) retraining of professional school personnel for more effective work with the disadvantaged, (2) selection, development, and evaluation of curriculum materials, guides, and techniques appropriate in helping the school performance of disadvantaged students, (3) investigation of new ideas in other aspects of the educational process which may help in educating disadvantaged students, and (4) the training of lay personnel as classroom aides. Substitute teachers will be provided to release regular teachers from classroom duty to receive instruction at the center under the direction of master teachers. Courses will be designed to upgrade skills in the teaching of remedial reading and prereadiness skills, and in teaching perceptually handicapped, mentally retarded, and emotionally disturbed children. More concrete approaches for developing

mathematics principles will be provided. Such specialists as psychology students, social work students, nurses, and nutritionists will be temporarily assigned to the center to acquire the attitudes and skills needed to work with disadvantaged children in the school setting and with their parents in the home. Approximately 634 students in grades 1-12 will participate. For further information, contact Dr. Charles C. Mason, Superintendent, Independent School District No. 1, P. O. Box 4715, Tulsa, Oklahoma 74114. (918) 743-3381. (MC)

97. ES 001 881 Operational
Lycoming County Outdoor Education for Underachieving Children
Pa., Williamsport, Lycoming County Board of Educ
Project Number DPSC-67-4344
EDRS Price MF-$0.25 HC-$0.80 20P

Descriptors: *Camping, *Grade 4, *Grade 5, *Grade 6, *Learning Motivation, *Outdoor Education, *Underachievers, Art Activities, Crafts, Hygiene, Mathematics, Natural Sciences, Reading, Sciences.

Outdoor camping will be combined with informal educational and hygenic instruction to enhance the motivation of underachieving elementary students. Approximately 400 underachieving students from grades 4-6 in public and nonpublic schools will be identified and selected for participation. A series of tests, including physical examinations, a social attitude inventory, and a questionnaire regarding their hygenic practices will be given. Enrolled students will be scheduled, 80 per session, for one of five 2-week sessions, and bussed to the campsite. A flexible daily schedule will involve regulated periods for rising and retiring, meals and studies, recreations and free-time. Campers will be taught to make their beds and to care for their clothes and personal effects. Each will have the opportunity to host his table during meals, to set and wait on tables, and to clean up after dinner. Participants will be instructed in personal hygenic practices. Instruction periods will be held for arts, crafts, natural sciences, and outdoor education. Informal sessions will be conducted in reading, mathematics, and science, linking the studied materials with the immediate environment. Campfire songs and story sessions should elicit an aura of informality in an attempt to make learning a pleasant and desirable experience in the minds of the campers. Post testing will be conducted 3 months after the start of the school year to evaluate the success of the project. For further information, contact Albert K. Sundberg, Court House - 48 West Third St., Williamsport, Pennsylvania 17701. (717) 322-4656. (MC)

98. ES 001 889 Operational
Success in Mathematics Through Aural-Reading Techniques (SMART)
Fla., Deland, Volusia County Bd of Pub Inst
Project Number DPSC-67-3414
EDRS Price MF-$0.25 HC-$2.08 52P

Descriptors: *Aural Learning, *Grades 7-12, *Individual Instruction, *Mathematics Instruction, *Tape Recordings, *Underachievers, Audiovisual Aids.

An aural approach will be used in conjunction with individualized instruction to teach mathematics to underachieving secondary students in an urban area. Students will listen to prepared tape recordings while simultaneously reading associated text materials and handling manipulative aids. Emphasis will be placed on word meaning and problem solving, with the mechanical skills learned by the students, and the problems they work on, directly related to practical situations they will meet later in life. Two mathematics teachers will be employed to develop classroom procedures, lessons, tape recordings, audiovisual materials, evaluation instruments, and other materials during a summer session. A reading teacher will be employed for the summer session to help incorporate reading techniques into the lessons and to evaluate the products with regard to reading difficulty. During the following year, each mathematics teacher will teach three daily classes of 25 students each. During the other three daily periods the teachers will--(1) keep student records and logs of individual progress, (2) analyze and change procedures, and develop or improve instructional materials as needed, and (4) evaluate project effectiveness and student progress. Selected mathematics teachers from a countywide area will be provided released time to make scheduled observations of the program. Approximately 150 students will participate. For further information, contact Julian Markham, Director of Education, Box 1910, Daytona Beach, Florida 32015. (904) 255-6475. (MC)

99. ES 001 893 Operational
Center for Children with Learning Disabilities
Ill., Geneva, Kane County Supt of Schools
Project Number DPSC-67-4320
EDRS Price MF-$0.50 HC-$4.04 101P

Descriptors: *Inservice Teacher Education, *Learning Difficulties, *Psychoeducational Clinics, *Remedial Instruction, *Special Education, Group Dynamics, Handicapped Children, Instructional Materials.

A diagnostic and remedial center to serve children with learning disabilities will be established in a metropolitan

area. Emphasis will be placed upon creating a focal point around which community resources will be mobilized. Procedures will be developed for the early identification of children with expressive and receptive language disorders, visual perceptual motor problems, and emotional or behavioral problems. Direct diagnostic and remedial service will be offered, including the measurement of capacity, achievement behavioral correlates, development of an hypothesis, and making educational recommendations. The center will also serve as a depository for instructional materials to be used in remediation. An out-of-office program will be established so that remedial teachers will work with children in small groups in the local schools, and diagnostic teachers will work with classroom teachers on techniques, planning, and materials for remediation. A 6-week summer institute will be established to offer inservice training to 60 teachers in the areas of group dynamics techniques, remedial-diagnostic techniques, and self-appraisal methodology. The core staff will include a director, psychologists, remedial teachers, and diagnostic teachers. The program should help to break down the wall between diagnosis and remediation and should permit effective communication among all concerned specialists. Approximately 1,017 students, grades 1-12, will be initially served. For further information, contact Roger L. Herget, Courthouse Annex, Geneva, Illinois 60134. (312) 232-2400. (DC)

100. ES 001 899 Operational
Developmental Reading Improvement Programs
La., Donaldsonville, Ascension Parish School Board
Project Number DPSC-67-3373
EDRS Price MF-$0.50 HC-$2.64 66P

Descriptors: *Audiovisual Aids, *Communication Skills, *Developmental Reading, *Individual Instruction, *Learning Laboratories, Family School Relationship, Inservice Teacher Education, Library Services, Summer Programs, Teacher Aides.

Communication skills will be enhanced through a developmental reading program to extend the educational, cultural, and economic horizons of disadvantaged students in a predominantly rural area. Selected students will be involved in a concentrated period of study to develop a propensity for reading which should exert a favorable influence on their fellow students. A five-phase program will be developed--(1) inservice training to increase teacher skills in the use of curriculum materials and techniques and develop attitudes and understanding of the language and learning patterns of varying cultural and ethnic groups, (2) diagnosis of student needs and development of a reading improvement program for grades 1-12, (3) extension of library services, (4) development of parent-school relationships, and (5) coordination and use

of special psychological and health services. During an 8-week summer program, classes will not exceed 20 students, and teacher aides will be provided. Use will be made of a learning laboratory setting, equipped with a wide variety of materials and multi-media aids. Informal classroom arrangements, individualized instruction, a multisensory approach, and continuous progress at individual student rates will be introduced. Individual reading difficulties will be diagnosed and self-directed instructional materials employed. Approximately 720 students will participate. For further information, contact Ernest E. Tureau, Donaldsonville, Louisiana 70346. (504) 473-4225. (MC)

101. ES 001 903 Operational
Educational Service Center For Dorchester and Wicomico Counties of Maryland
Md., Salisbury, Wicomico County Schools
Project Number DPSC-67-3386
EDRS Price MF-$0.50 HC-$5.04 126P

Descriptors: *Emotionally Disturbed, *Grades 1-6, *Grades 7-12, *Inservice Teacher Education, *Instructional Materials, *Psycho-educational Clinics, *Remedial Reading Clinics, Demonstration Projects.

A remedial reading center will be established in a rural area. A leadership training program will be set up to train teachers and administrators from local units as resource personnel and to develop guidelines concerning specific assistance that the local units will need from the center. Demonstration lessons, using typical instructional groups, will be held at the reading center, which will be equipped with observation facilities. Center staff will also go into the local school system to teach model lessons upon request. A materials center will be established to house a wide variety of reading instructional materials. Students from grades 2-6 with reading disabilities will be referred to the center after a school-team case study has been made on each student at his local school. Most of the referred students will be able to return to their schools with an educational prescription for corrective measures. Corrective instructional materials will be loaned to schools from the center. Severely retarded readers will remain at the center and will receive individual and small group instruction. Psychological services will be offered to students with emotional and/or behavioral problems. Two psychologists and supporting social workers will work with the local schools and will conduct psychodiagnostic study, counseling, and consultations, as well as referrals. Teachers will receive training in the handling of children with emotional problems. Approximately 19,574 students will be served. For further information, contact Fred G. Livingood, Long Ave., Salisbury, Maryland 21801. (301) 742-9088. (DC)

102. ES 001 906 Planning
Developing Leadership Personnel for Model Language Arts Programs
Mich., Mount Clemens, Macomb County Int Sch Dist
Project Number DPSC-67-3319
EDRS Price MF-$0.25 HC-$2.08 52P

Descriptors: *Inservice Teacher Education, *Language Arts, *Leadership Training, *Program Improvement, *Underachievers.

A pool of leadership personnel will be developed to conduct inservice teacher training in the improvement of language arts skills for underachievers in a metropolitan area. Resource specialists from local universities will be employed to familiarize selected school personnel from participating districts with--(1) exemplary language arts programs and research, (2) the use of such supplementary services and centers as MOREL and ERIC clearinghouses, and (3) the development and implementation of language arts programs suitable to the needs of local schools. A program of inservice teacher training will be conducted at the local building level and will involve the total staff in better understanding of learner needs and an opportunity to become proficient in the use of instructional materials and methodology. The building principal will be involved from the outset of planning and given the necessary support. During the first year, planning will be developed for two groups--(1) language arts consultant trainees--30 teachers with one year previous experience in the program who will assume leadership in implementing programs at the local level, and (2) reading clinician trainees--20 selected classroom teachers beginning initial training. The following year the reading clinicians will pursue the training program for language arts consultants and a second group of 20 trainees will be trained as reading clinicians. Approximately 53,592 students will be served. For further information, contact Pierce McLeod, 10 Mullett St., Mount Clemens, Michigan 48043. (313) 468-0971. (MC)

103. ES 001 917 Operational
Planning and Pilot Implementation of a Computer-Based Instructional Program (Title Supplied)
N. Y., Brooklyn, Bd of Educ, City of New York
Project Number DPSC-67-3362
EDRS Price MF-$0.25 HC-$2.24 56P

Descriptors: *Computer Assisted Instruction, *Grades 1-6, *Individualized Curriculum, *Mathematics Instruction, *Reading Instruction, *Spelling, Instructional Materials.

Computer assisted instruction will be introduced in selected elementary schools of a major metropolitan center. Emphasis

will be placed on--(1) identification and accommodation of individual differences in subject-matter learning, (2) providing continuous reinforcement to students, (3) relieving teachers of drilling, testing, and record-keeping chores, and (4) developing instructional materials for the routine introduction of standard skills. Three programs will be field tested--(1) an elementary mathematics curriculum for grades 3-6, (2) elementary spelling curriculum for grades 2-6, and (3) elementary reading curriculum for grades 2-6. A computer terminal will be installed in each classroom in a study carrel. When each student signs in at the terminal, the computer will immediately identify him. The proper lesson block and sequence for the day will then begin at a predetermined difficulty level. During the execution of a given lesson, the computer's procedural program will compute and record student performance, including correct and incorrect answers and response times. After each day's performance, the student's score will be evaluated by the computer. A score of 80 or more will branch a student to a higher difficulty level for the following lesson, and a score below 60 will branch a student to the next lower level of difficulty. Inservice training and workshops will be offered to teachers and administrators in CAI principles. Approximately 6,000 students, grades 2-6, will participate. For further information, contact Dr. Bernard E. Donovan, Superintendent of Schools, 110 Livingston St., Brooklyn, New York 11201. (212) 596-6000. (DC)

104. ED 001 923 Operational
Cooperative Media Services Center
Okla., Okmulgee, County Superintendent of Schools
Project Number DPSC-67-2371
EDRS Price MF-$0.25 HC-$1.56 39P

Descriptors: *Consultants, *Inservice Teacher Education, *Instructional Materials Centers, *Media Specialists.

A cooperative media services center will be established to provide instructional materials, consultant assistance, and inservice training to schools in a rural county area. Center services will be organized into three main facets--(1) a curriculum materials library to acquire, classify, store, and disseminate instructional materials, (2) a production division to design and produce needed graphic instructional materials, and (3) content consultants to analyze problems or needs in such basic subject areas as language arts, reading, the social sciences, mathematics, and science. Following analysis, the consultants will recommend action on the nature and types of materials to be used in classroom instruction and will develop and test effective means of evaluating media services. In addition, the consultants will conduct workshops to assist teachers in increasing

their efficiency in the use of media materials. The content specialists will travel from school to school working with individual teachers and introducing to them the various media aids available and appropriate for their particular subject, grade, and location. The classroom teacher will be able to request special materials to be reproduced at the media center. Media specialists and the content specialists will develop kits of general instructional aids for classroom use. Approximately 9,136 students in grades K-12 will be served. For further information, contact Ted Smith, Post Office Box No. 96, Hoffman, Oklahoma 74447. (918) 652-3810. (MC)

105. ES 001 930 Operational
Sixth Grade Center for Individualized Instruction
Pa., Allentown, School District
Project Number DPSC-67-3597
EDRS Price MF-$0.50 HC-$4.08 102P

Descriptors: *Ability Grouping, *Basic Skills, *Grade 6, *Individualized Curriculum, *Inservice Programs, *Team Teaching, Arithmetic, Guidance Services, Instructional Materials, Language Arts, Reading Improvement, Teacher Aides.

Individualized instruction will be given to heterogeneous groupings of sixth grade students in an urban area to prepare them for an increasingly academic junior high program. Emphasis will be placed upon raising the achievement level of each child who is deficient in any of the following basic skill areas--(1) reading comprehension, (2) arithmetic, (3) language, (4) vocabulary, and (5) work-study habits. Project staff will also provide stimulating activities for children who are well above the basic level of achievement. Team teaching, grouping by achievement, educational television, and new instructional materials will be used to provide stimulating learning experiences for all students. Inservice training for teachers and administrators will be aimed at generating a greater understanding of--(1) the need for a changed learning environment, (2) use of technological aids, (3) team teaching techniques, (4) use of paraprofessional personnel, and (5) the purpose of support personnel in guidance. Guidance personnel will work toward--(1) ameliorating socioeconomic situations which block learning, (2) developing greater parent participation, (3) preparing a profile for each student in the fifth grade, and (4) following up on student progress in junior high school. The program should assist students to adjust more easily to the departmentalized junior high school environment. Sixth grade students in nonparticipating schools will serve as a control group. Approximately 600 sixth grade students will participate. For further information, contact Otis J. Rothenberger, 31 South Penn St., Allentown, Pennsylvania 18105. (215) 435-7401. (DC)

106. ES 001 932 Operational
Model Program for Educable Mentally Retarded Children.
Pa., Monessen, School District
Project Number DPSC-67-3941
EDRS Price MF-$0.25 HC-$1.12 28P

Descriptors: *Audiovisual Aids, *Citizenship Responsibility, *Curriculum Development, *Educable Mentally Handicapped, *Family Life Education, Specialists, Teaching Techniques.

New approaches used in the regular classroom will be applied to special education classes for educable mentally retarded children in an industrial community. A model program will be developed, employing curriculum revision, new methods and laboratory equipment, resource persons, and trained teachers to develop the skills of 66 educable mentally retarded children from grades 1-12 in reading, arithmetic, and the content subjects. In addition, guidance will be provided in developing their present and future lives. An intensive orientation program will be held for teachers and aides for a 1-week period prior to the opening of school. Sessions will be conducted by special education resource personnel to demonstrate new techniques in the teaching of mathematics, reading, and science to the mentally retarded. Visual and auditory materials used in place of inadequate traditional methods will include--programed language masters, words in color, sound recordings, tachist-o-films, science kits, and laboratories. Flexible learning areas will be established within the classroom. In secondary classes, a small living area will be established for cooking, washing, ironing, and maintenance. The children will participate in activities involving finances/budgeting, job opportunities, family living and community life, citizenship responsibilities, home economics, personal hygiene and health, and industrial arts. Community field trips will be taken, and community organizations will be involved in serving as resource persons for the project. For further information, contact John N. Novakovich, Sixth and Reed Ave., Monessen, Pennsylvania 15062. (412) 684-6433. (WC)

107. ES 001 936 Operational
Diagnostic, Adjustive, and Corrective Center for Learning
Va., Portsmouth, City School Board
Project Number DPSC-67-3949
EDRS Price MF-$0.50 HC-$2.48 62P

Descriptors: *Clinical Diagnosis, *Handicapped Children, *Learning Difficulties, *Psychoeducational Clinics, *Remedial Programs, Aurally Handicapped, Delinquents, Emotionally Disturbed, Minimally Brain Injured, Physically Handicapped, Reading Difficulty, Speech Handicapped, Visually Handicapped.

Corrective and adaptive services will be provided by a diagnostic and remedial center established in an urban area for children with learning problems. Services will include a basic diagnosis of learning difficulties, an adjustive program to minimize maladjustments, and a corrective program to remediate educational deficiencies. Instruction and guidance will be provided for students with medical, visual, auditory, brain damage, and other physical handicaps and for the emotionally disturbed, the orally handicapped, and the clinically handicapped reader. Attempts will be made to salvage the delinquent potential dropout through school-court cooperation. The center will serve as a referral agent to a regional institute for children needing specialized treatment and as a receiving agent for the same children when returned to the community. Curriculum planning will be conducted by a panel of specialists, and experimental use will be made of the latest instructional media and materials. Preservice and inservice observation opportunities will be provided for teachers of handicapped youth. Four enrollment situations will be available--(1) long-term full-time, (2) short-term full-time, (3) long-term part-time, and (4) short-term part-time. Initial programs will be conducted in remedial reading, speech therapy, and school-court liaison activities for approximately 80 students from grades K-12. During following years, additional programs will be initiated and existing ones expanded. For further information, contact Dr. Luther C. McRae, 1 High St., P. O. Box 996, Portsmouth, Virginia 23705. (703) 393-4061. (MC)

106. ED 001 940 Operational
Development of a sequential, cumulative program for teachers of High School English in Lamar County, Alabama
Ala., Vernon, Lamar County Board of Education
Project Number DPSC-67-3303
EDRS Price MF-$0.25 HC-$1.52 38P

Descriptors: *Articulation (Program), *Curriculum Development, *English Education, *Grades 7-12, *Inservice Teacher Education, *Remedial Reading, Developmental Reading.

English curriculum development and inservice training will be implemented to increase teacher competency and improve the language skills of secondary students in a rural county district. Articulated sequential courses of study will be developed to include remedial and developmental reading programs. A professional library will be developed for use in inservice training, curriculum development, and individual teacher growth. During the first year, 20 Saturday workshops will be conducted for 30 secondary English teachers, librarians, and administrators. Ten meetings will be held at a local state college for the use of its library, its audiovisual equipment and materials, and other resources. The workshop sessions will serve as a prototype project of a county system constructing an English curriculum. English consultants

from a State Department of Education will act as an advisory group and as participants. The workshop participants will--(1) study recent literature in the teaching of English, (2) formulate basic attitudes toward teaching composition, reading, literature, grammar, speech, and listening, (3) become familiar with the use of audio-visual aids and reading devices, and (4) construct a skeletal curriculum for grades 7-12, which can be adapted and developed within the local school. Following the 20 sessions, the program director will visit each of the five participating schools four times to evaluate the teachers' growth. Approximately 1,506 students will be served. For further information, contact Mrs. Alma T. Turner, Box 469, Vernon, Alabama 35592. (205) 695-9114. (MC)

109. ES 001 942 Planning
Prevention of Reading Disability
Ariz., Phoenix, Roosevelt School District 66
Project Number DPSC-67-4357
EDRS Price MF-$0.25 HC-$1.60 40P

Descriptors: *Beginning Reading, *Grade 1, *Program Improvement, *Reading Difficulty, *Reading Readiness Tests.

Realistic methods for the early identification of potential reading disabilities will be studied through an empirical approach to improve beginning language arts programs in an urban area. A variety of existing procedures for the identification of maturity and achievement levels of 6-year-old entering first graders, instructional programs in first grade reading, and organizational plans will be tested with 100 children. Psychologists, reading specialists, classroom teachers, and school administrators will observe the testing and make recommendations regarding the selection instruments and instructional programs to form the base for an operational program in the prevention of reading disabilities for the school district. Local Headstart programs will be used as a building block for growth and extension of early experiences in reading as a further preventive measure for reading disability. Approximately 1,200 students will be served. For further information, contact George L. Sandoval, 6000 South 7th St., Phoenix, Arizona 85040. (602) 276-7311. (MC)

110. ES 001 945 Operational
North Florida Joint Consultive Service Center
Fla., Madison, County Board of Public Instruction
Project Number DPSC-67-3943
EDRS Price MF-$0.50 HC-$2.80 70P

Descriptors: *Disadvantaged Schools, *Program Evaluation, *Racial Intergration, *Specialists, *Supplementary Educational Centers, Audiovisual Aids, Inservice Teacher Education, Language Arts, Mathematics, Reading, Science, Testing.

A consultive service center will be established in a disadvantaged rural area in cooperation with an existing area guidance center. Emphasis will be placed on--(1) bringing specialized services to all schools in a six-county area, and (2) working with local districts to solve problems associated with recent desegregation in area schools. The center will serve as headquarters for three subject area specialists (reading, language arts, and mathematics-science), a media specialist, and an evaluation specialist. Close coordination will be maintained by the director to insure a unified plan of attack in the various areas of specialization. The subject area specialists will evaluate existing programs and methods, serve as consultants for individual teachers or for groups of teachers, and conduct inservice teacher education and workshop sessions. The media specialist will give professional direction to the area audiovisual center. The evaluation specialist will assist the other consultants in surveying area needs and will work closely with the area guidance center in testing the student population. Creativity and new methods will be stressed at all levels. Approximately 18,254 students, grades 1-12, will be served. For further information, contact Dr. Blanche N. Hardy, North Florida Junior College Area Guidance Center, Madison, Florida 32340. (904) 973-2374. (DC)

111. ES 001 956 Operational
Educational - Recreational - Cultural - Vocational Program for Exceptional Children
N. J., Woodbridge, Township Board of Education
Project Number DPSC-67-3218
EDRS Price MF-$0.50 HC-$3.08 77P

Descriptors: *Exceptional (Atypical), *Field Trips, *Grades 1-6, *Grades 7-12, *Learning Experience, *Recreational Activities, *Summer Programs, Camping, Communication (Thought Transfer), Mental Retardation, Outdoor Education, Reading, Special Education.

Atypical children in a metropolitan area will be offered an informal, 9-week summer program of educational, recreational, cultural, and vocational activities. Emphasis will be placed on --(1) combining education with recreation to prevent lesson regression during the summer vacation, and (2) offering first-hand experiences to aid in the continuation of the learning process. Children will be grouped according to their handicap, age, and needs. Each group of five children will be assigned to a teacher,

counselor, and a teacher-counselor aide. Field trips and overnight camping experiences will be provided. A reading/reading readiness program will be designed to give poor or nonreaders the experiences necessary for success in a school reading program. The language development program will be oriented toward helping children improve their communication skills through use of audiovisual aids, arts and crafts, and field trips. The science program will stress observation of plants and animals. Through participating in the performing arts--singing, band work, and dramatics--children will be encouraged toward self-expression. The recreational phase of the program should help children to acquire skills and knowledge necessary for successful participation in activities and to improve body mechanics through swimming, bowling, and other games. For employable youngsters, summer jobs will be provided to help them learn interpersonal relationships and simple job skills. Approximately 200 students, grades K-12, will be served. For further information, contact Matthew Jago, School St., Woodbridge, New Jersey 07095. (201) 636-0400. (DC)

112. ES 001 965 Operational
Remedial Center for Communication Disorders
Utah, Spanish Fork, Nebo School District
Project Number DPSC-67-3447
EDRS Price MF-$0.25 HC-$1.44 36P

Descriptors: *Communication Problems, *Grades 1-6, *Language Handicaps, *Psychoeducational Clinics, *Rehabilitation, *Specialists, Flexible Grouping, Parent Counseling, Remedial Reading, Small Group Instruction, Speech Therapy, Tutoring.

A clinical center will be established in a rural area for students with severe communication disorders. Children with severe disabilities in talking, reading, writing, spelling, and listening will be referred to the center by participating schools. The center will bring together the professional skills of a physician, an audiologist, a psychologist, a social worker, and communication clinicians. Following a thorough evaluation of the child, his immediate family, and social milieu, all specialists will convene, and each will describe his findings in terms meaningful to the entire group. The center staff will interpret the findings to the parents, and meetings with small groups of parents will be regularly scheduled. Some children will be able to return to their home school with a prescription for habilitative/remedial activities. Other children will be enrolled full-time in the center's program. Temporary foster home placement will be arranged for children whose distance from the center precludes daily commuting. The length of stay at the center will be determined by the child's readiness to participate in classroom

activities in his home school. Approximately 40 children will receive habilitative communication instruction at the center at one time. Severly handicapped children will work with a communication clinician on a one-to-one basis. From a tutorial situation, a child will move to a class of four students, and then to a class of 10 students. The placement in a class situation will be considered preparatory toward return to the home school. A flexible system of grouping will be used, as needs dictate. Approximately 224 children will be served. For further information, contact J. Dean Jones, 50 South Main, Spanish Fork, Utah 84660. (801) 798-3586. (DC)

113. ES 001 972 Operational
Project FIND (For Individuals Needing Diagnosis)--A Proposal to Establish a Diagnostic Reading Clinic
W. Va., Parkersburg, Wood County Board of Educ
Project Number DPSC-67-3464
EDRS Price MF-$0.50 HC-$4.60 115P

Descriptors: *Diagnostic Tests, *Grades 1-6, *Grades 7-12, *Mobile Educational Services, *Remedial Reading Clinics, *Remedial Teachers.

A remedial reading clinic will be established in a rural area. Sequentially, limiting and complex disability cases will be referred to the clinic for comprehensive diagnosis. Treatment will be prescribed by the center staff and submitted to coordinating remedial teaching teachers in each county. Disabled readers in schools near the center will be diagnosed at the base reading clinic. Two mobile testing units will serve the balance of the seven-county area. The staff at the base clinic will include a diagnostician, a programer, four clinicians, and an inservice coordinator. Two clinicians will staff each of the mobile units. The clinicians will be responsible for testing students individually in mental, achievement, and diagnostic categories. Scoring, test interpretation, and prescription of treatment will be analyzed and concluded at the base clinic. When results suggest the need for services of a psychologist, a speech therapist, an ophthalmologist, or a physician, such personnel will be scheduled at the clinic periodically to handle the problems. Teachers in the region will be assigned to observe individual types of testing at the center, which will have observation facilities. The inservice coordinator will work with school districts to establish further inservice programs and to promote knowledge of the diagnostic-prescriptive process. For further information, contact Daniel B. Taylor, Superintendent, Wood Coutny Board of Education, Parkersburg, West Virginia 26101. (DC)

114. ES 001 980 Operational
Northwest Educational Complemental Center
Mo., Maryland Heights, Pattonville R-3 Sch Dist
Project Number DPSC-67-3013
EDRS Price MF-$1.00 HC-$9.48 237P

Descriptors: *Citizenship Responsibility, *Cultural Enrichment, *Grades 1-6, *Grades 7-12, *Psychoeducational Clinics, *Remedial Reading Clinics, *Science Course Improvement Project, Library Services.

A supplementary educational center will be established in a rapidly expanding suburban area, and a six-pronged program will be planned. A guidance clinic will be set up to offer diagnostic services to socially and emotionally handicapped children. Closed circuit television will be used for interdisciplinary teacher training. A diagnostic learning center will be instituted to provide (1) diagnostic services for dyslexic children, (2) a remediation clinic which will carry out the recommendations of the diagnostic clinic, (3) an interdisciplinary training center for underachievers in reading, and (4) an enrichment center which will help superior students become more able readers. A science improvement center will be created to demonstrate new national science foundation-sponsored programs. New science offerings will include--(1) a center for the improvement of science teaching, (2) a center for meteorology and earth science study, and (3) a planetarium. A project entitled "Civic Education for Civic Improvement" will include such experimental programs as-- (1) a workshop on civic responsibility for 25 teachers, (2) classroom panels, comprised of four or five students from mixed ethnic or religious backgrounds, (3) community forums on civic affairs, and (4) workshops for community leaders who will direct the forum discussions. A cultural enrichment program will feature performances in the schools by professional artists. A material-resource center will be established to provide better reference services. Approximately 12, 691 students will be served. For further information, contact Vernon Boddy, Pattonville R-3 School District, 115 Harding Ave., Maryland Heights, Missouri 63042. (314) 845-5000. (DC)